

Kevin P. Reilly, Sr.

# Louisiana Education Quality Trust Fund

Louisiana Board of Elementary and Secondary Education



# 2016-17

## 8(g) Annual Report

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Ms. Josephine Clement  
Ms. Sebreana Domingue  
Ms. Susan Morrow  
Ms. Gwendolyn Thomas

### Statewide Programs

Ms. Anna Bernard  
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# 8(g)

## The BESE 8(g) Grant Program

1986 – 2017

Program Overview

History

Constitutional Regulations

Funding Methods





# Program Overview

In 1986, the Louisiana voters approved a constitutional amendment dedicating the Outer Continental Shelf Lands Act money to improve the quality of education by establishing the Louisiana Education Quality Trust Fund, more commonly known as 8(g). From this permanent fund 50 percent of the support fund is appropriated and allocated by the Board of Elementary and Secondary Education (BESE). The 8(g) funds administered by BESE are utilized for the support and enhancement of elementary and secondary education in all public schools, as well as approved nonpublic systems/schools.

BESE awards grants on an annual basis, using three funding methods – block, competitive, and statewide grants – and focuses its endowments on improving classroom teaching and learning. Local schools and school systems submit project proposals that are written according to published guidelines and funded through a review process. Through innovative programming, BESE strives to:

- build expectations of academic excellence;
- require accountability of performance;
- provide superior instruction/state-of-the-art technology; and
- enhance educational leadership.

Each year, a percentage of the funded projects are evaluated for program effectiveness. Independent evaluators are hired by BESE to make site visits and to assess the projects’ adherence to 8(g) guidelines. Student performance results and project goal attainment are reported by program administrators at year-end. Each project selected for evaluation receives a rating from 0-150 indicating appropriateness of activities, adherence to timelines, and evidence of impact at the local level.

## 8(g) Operates in 3 Fiscal years

### *Prior Year*

BESE 8(g) conducts financial audits of prior year projects.

### *Current Year*

BESE 8(g) oversees the implementation of projects funded for the current year.

### *Upcoming Year*

BESE 8(g) plans the program and budget for the upcoming year.

## 8(g) History

### *Louisiana Education Quality Trust Fund (LEQTF) Origin*

In the mid-1900s, major oil and gas deposits discovered in the outer continental shelf lands were the source of controversy between the federal government and the coastal states. Louisiana first began drilling offshore in 1947, and the federal government immediately challenged the state's claim to the area. It was generally acknowledged that the first three miles of the continental shelf, a shallow, flat portion of the continent that is underwater, belongs to the state, while the rest of the shelf is federally owned. It was the first three miles of the federal portion that was involved in the controversy.

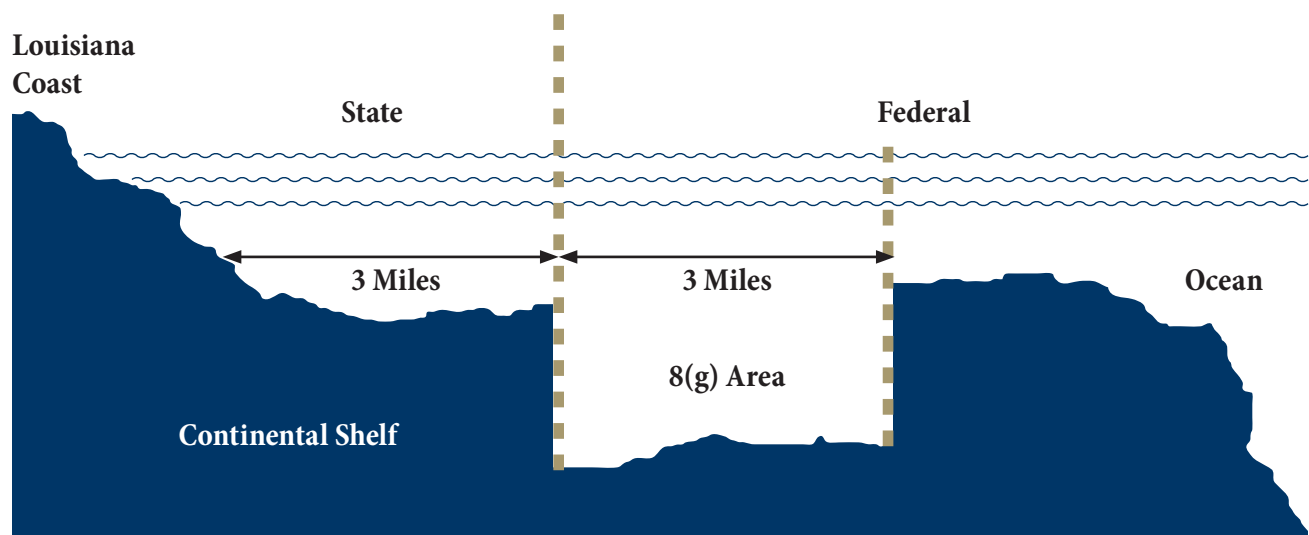
### Since 1986...

More than  
**8,900 projects**  
approved

More than  
**\$926 million**  
allocated

As a result of this conflict, the 1953 Outer Continental Shelf Lands Act was passed to regulate offshore leasing and to determine state and federal participation. After major oil and gas discoveries were made off the coast of New Jersey in 1978, several east coast states, in an effort to protect their resort and fishing industries, led a successful fight to reform the 1953 act. As a result, states gained more control over offshore activities through an amendment to the original act numbered 8(g).

The 8(g) amendment is what gives coastal states a “fair and equitable” share of the money made from offshore development. A final settlement was reached in 1986, which gives Louisiana 27 percent of the money made from the 8(g) area of the continental shelf. With the state's portion of the 8(g) resources, Louisiana voters chose to establish a trust fund for education, the Louisiana Education Quality Trust Fund (LEQTF), through a state constitutional amendment which allows the earnings of the Trust Fund to be spent for education purposes.



### *LEQTF Timeline*

#### ► 1978

A U.S. Constitutional Amendment to the federal Outer Continental Shelf Lands Act, number 8(g), was included on behalf of Louisiana and six other coastal states.

Each state received a “fair and equitable” share of mineral revenues from the act. Litigation occurred over the definition of “fair and equitable.”

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#### ► 1986

Louisiana received an initial payment of \$540 million in October of 1986.

Deferred payments, totaling \$84 million, were designated to be paid over the next 15 years.

Ongoing annual payments of \$5-15 million were to be paid for current oil and gas production.

The voters of Louisiana dedicated 8(g) funds for education.

The Louisiana State Office of the Treasury set up an education trust fund for 8(g).

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#### ► 1990

Constitutional amendment restricted administrative costs, clarified the oversight role of the Legislature, and strengthened the clause on supplanting.

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#### ► 1994

Constitutional amendment broadened the investment authority of the State Treasury.

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#### ► 1995

Consent judgment 90-880-A restricted certain expenditures for pervasively sectarian entities.

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#### ► 2002

Constitutional amendment allows the Commissioner of Administration, as directed by the Governor, to eliminate a deficit by reducing appropriations or allocations from the state general fund and dedicated funds, including any which are constitutionally protected or mandated, by an amount not to exceed 5 percent of the total amount allocated from that fund.

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#### ► 2006

Legislative act allows administrative costs associated with managing the funds to be limited to 3 percent of the average amount of actual expenditures for the most recent three previous fiscal years.

# Funding Requirements

## *Constitutional Categories*

BESE is constitutionally mandated to allocate funds for any or all of the following purposes:

- A. To provide compensation to city or parish school board professional instructional employees;
- B. To ensure an adequate supply of superior textbooks, library books, equipment, and other instructional materials;
- C. To fund exemplary programs in elementary or secondary schools designed to improve elementary or secondary student academic achievement or vocational-technical skill;
- D. To fund carefully defined research efforts, including pilot programs, designed to improve elementary and secondary student academic achievement;
- E. To fund school remediation programs and preschool programs;
- F. To fund the teaching of foreign languages in elementary and secondary schools; and
- G. To fund an adequate supply of teachers by providing scholarships or stipends to prospective teachers in academic or vocational-technical areas where there is a critical teacher shortage.

## *BESE 2015-2019 Strategic Plan Goals*

- Expand high-quality P-12 college- and career-ready pathways that align to workforce demands;
- Develop a talent system that recruits, prepares, supports, retains and continuously builds the capacity of teachers and leaders to ensure student success;
- Maintain a system of high-quality and accountable educational options for students and families; and
- Use limited resources in the most strategic and equitable ways possible to increase and support student achievement.

## *BESE 2016-2017 Priority Areas*

- |  |                                |
|--|--------------------------------|
| • High-Quality Early Childhood Education | • College and Career Readiness |
| • Leadership Development                 | • Technology and Innovation    |



# Funding Methods

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## *Student Enhancement Block Grant Program*

**T**he Elementary/Secondary Block Grant Program provides funds for projects that serve as catalysts for student academic or vocational-technical skill improvement. Participants select from designated focus areas in accordance with local priorities. Eligible participants are limited to public and nonpublic systems, public independent schools, and nonpublic independent schools meeting eligibility requirements.

Block grant guidelines and application packets are published in the spring, and proposals are due for BESE approval in the fall. Based on a per pupil allocation, eligible systems and schools receive block grant funding according to enrollment figures from the previous year. Agencies may apply for block grant funds for all Board-focused projects for up to four consecutive years.

Selected block grant projects are evaluated by independent evaluators selected by BESE. Evaluators conduct site visits to the schools being served and report on the strengths and weaknesses of the project design as well as the impact on student learning.

Since 1988,  
BESE 8(g) has funded  
over \$219 million  
in pre-kindergarten  
programs



## *Statewide Grant Programs*

**T**he Statewide Programs are administered by state agencies, usually the Department of Education, to provide goods (such as equipment), services (such as staff development), or flow-through dollars to schools or school systems. The programs target specific participants and/or focus on common goals determined by the administering agency. Some Statewide Programs are implemented on a pilot basis with selected sites, while others impact large numbers of schools and students throughout Louisiana.

Independent evaluators, selected by BESE, conduct visits to local program sites around the state. Evaluators interview teachers, administrators, and central office supervisors to determine how well the program is operating and whether it is meeting specific performance objectives.

Each year BESE allocates a percentage of the overall 8(g) budget for Statewide Grant Programs, and the program design and budgets are approved by BESE. The agencies administering the Statewide Programs have their own system for funding, identifying, and notifying participants, and districts or independent schools apply directly to these agencies for program guidelines and funding methods.

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# 8(g) The Annual 8(g) Report of Results

FY 2016–2017

Program Summary  
Program and Budget  
Grants



# Program Summary

**Total 2016-17 Allocation:**  
**\$22,325,000**

**145** Student Enhancement Block

**10** Statewide

**155** Total Grants

## *Student Enhancement Block and Competitive Project Results*

Program evaluators conducted site visits and overall project evaluations for assigned projects, using forms and procedures prescribed by the BESE - 8(g) Office. Projects were evaluated in six categories: 1) Purpose; 2) Activities; 3) Personnel; 4) Resources; 5) Objectives and Evaluation; and 6) Results. All projects submitted an End of Year Report of results to the BESE - 8(g) Office. After reviewing the End of Year Reports, program evaluators assigned final evaluation scores out of 150 possible points.

Block and competitive projects receiving a final evaluation score of below 100 for two consecutive years were ineligible to receive continued funding. For projects scoring below 100, the agency was required to submit a written explanation of implementation problems and a plan for corrective action.

## *Statewide Program Results*

All Statewide Grant Programs were evaluated in 2016-2017. Each project submitted an End of Year Report of results to the BESE - 8(g) Office, detailing the regions served as well as the number of participating school districts, public and nonpublic schools. 8(g) program evaluators conducted site visits and overall program evaluations for assigned programs using forms and procedures prescribed by the BESE - 8(g) Office. Programs were evaluated in six categories: 1) Participants; 2) Personnel; 3) Activities; 4) Constitutional Category; 5) Objectives and Evaluation; and 6) Results. After reviewing the End of Year Reports, program evaluators assigned final evaluation scores out of 150 possible points. Evaluators also offered program observations and recommendations, based on their overall evaluation of the programs.

<i>Evaluation Score</i>	<i>Rating</i>
145-150	Excellent
130-144	Very Good
115-129	Good
100-114	Satisfactory
Below 100	Unsatisfactory



# Program and Budget

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APPROVED OCTOBER 14, 2015

CORRECTED JULY 8, 2016

<b>I. Block Allocation (46.0%)</b>	<b>\$10,286,400</b>
<b>II. Statewide Allocation (49.9%)</b>	<b>\$11,143,600</b>
<b>III. Review, Evaluation, and Assessment of Proposals (1.0%)</b>	<b>\$230,000</b>
<b>IV. Management &amp; Oversight (2.9%)</b>	<b>\$665,000</b>
<b>Total</b>	<b>\$22,325,000</b>



# Student Enhancement Block Grant Programs

FY 2016 – 2017

BESE Allocation: \$10,286,400

Percent of Total Allocation: 46.0%

Programs Funded: 145

Students Served: 33,982

Formula Basis:

\$55,000 base for public LEAs

\$8.80 per student for all agencies

## *Pre-Kindergarten Programs for At-Risk 4-Year Olds*

65 Projects

Public school districts offered programs in this category that were developmentally appropriate to improve the readiness of at-risk 4-year olds and/or intervention strategies for children.

## *Priority Areas*

80 Projects

- High-Quality Early Childhood Education
- College and Career Readiness
- Leadership Development
- Technology and Innovation



## 8(g) PROGRAMMATIC PROFILES BY AGENCY

### Student Enhancement Block Grant Projects

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**Acadia Parish School Board** | Evaluation score: 150 | Award amount: \$137,795

Schools: Iota Elementary, Central Rayne

The project provided opportunities for activities and routines, curriculum, and planning that are research-based and support interrelated development and address the Louisiana's Birth to Five Early Learning and Development Standards.

#### *Results*

94.9 percent of students scored at or above the 2nd quartile in math on the DSC. 92.3 percent of the students scored at or above the 2nd quartile in language on the DSC. More than 75 percent of parents (guardians) participated in at least 2 of the activities planned for parents. All teachers participated in at least 18 hours of professional development activities.

**Alexandria Country Day School** | Evaluation score: N/A | Award amount: \$3,703

This project allowed for the implementation of K-6 Singapore math to develop deeper knowledge, skills and achievement.

#### *Results*

100 percent of Kindergarten students scoring in the lower 20 percent on the Singapore math pre-test improved by a minimum 15 percent on the Singapore math post-test. The average growth of the targeted kindergarten population was 57.88 percent. 100 percent of 1st grade students scoring in the lower 20 percent on the Singapore math pre-test improved by a minimum 15 percent on the Singapore math post-test. The average growth of the targeted 1st grade population was 44.77 percent. 100 percent of 2nd grade students scoring in the lower 20 percent on the Singapore math pre-test improved by a minimum 15 percent on the Singapore math post-test. The average growth of the targeted 2nd grade population was 44.5 percent. 100 percent of 3rd grade students scoring in the lower 20 percent on the Singapore math pre-test improved by a minimum 15 percent on the Singapore math post-test. The average growth of the targeted 3rd grade population was 52.22 percent. 100 percent of 4th grade students scoring in the lower 20 percent on the Singapore math pre-test improved by a minimum 15 percent on the Singapore math post-test. The average growth of the targeted 4th grade population was 46 percent. 82 percent of 5th grade students scoring in the lower 20 percent on the Singapore math pre-test improved by a minimum 15 percent on the Singapore math post-test. The average growth of the targeted 5th grade population was 35 percent. 82 percent of 6th grade students scoring in the lower 20 percent on the Singapore math pre-test improved by a minimum 15 percent on the Singapore math post-test. The average growth of the targeted 6th grade population was 33.36 percent.

**Algiers Charter School Association** | Evaluation score: 78 | Award amount: \$34,340

Schools: Algiers Technology Academy

This project supported the Digital Media I course at Algiers Technology Academy.

Results were not submitted.

**Allen Parish School Board** | Evaluation score: 150 | Award amount: \$89,999

Schools: Kinder Elementary School, Oakdale Elementary School, Oberlin Elementary School

This project provided a developmentally appropriate instructional setting for 4-year-olds that would expand kindergarten readiness and future academic and life success.

#### *Results*

100 percent of the participating students scored "Accomplished" for kindergarten entry on the TS GOLD area of literacy and 100 percent scored "Accomplished" on the area of language. 97 percent of the participating students scored "Accomplished" for kindergarten entry on the TS GOLD area of math. 91 percent students had parents/family participate in two or more parent activities (orientation, conferences, workshops). 100 percent of the teachers attended a minimum of 18 hours of professional development related to early childhood.

**Archdiocese of New Orleans** | Evaluation score: 77 | Award amount: \$287,551

This project infused technology in grades 3rd through 6th to enhance content knowledge and skills in ELA and mathematics as well as test performance.

*Results*

90 percent of the participating 4th graders scaled scores increased by at least 5 points in math. 85 percent of 4th graders in the targeted schools scored at least 5 points higher on scaled scores in ELA. 90 percent of 5th graders in the targeted schools scores increased by over 5 points in math. 80 percent of 5th graders in the targeted schools scores increased by over 5 points in ELA.

**ARISE Academy** | Evaluation score: N/A | Award amount: \$8,345  
Schools: Mildred Osborne Charter School

This project incorporated leveled classroom libraries, the Accelerated Reader program, and incentives, in grades 3 - 8 to boost reading comprehension levels in independent reading.

*Results*

Only 36 percent of participating students increased by 1.5 years in reading. 40 percent of participating 3rd grade students scored Basic or above on 2017 LEAP ELA test. 44 percent of participating 4th grade students scored Basic or above on 2017 LEAP ELA test. 39 percent of participating 5th grade students scored Basic or above on 2017 LEAP ELA test. 34 percent of participating 6th grade students scored Basic or above on 2017 LEAP ELA test. 66 percent of participating 7th grade students scored Basic or above on 2017 LEAP ELA test. 54 percent of participating 8th grade students scored Basic or above on 2017 LEAP ELA test.

**Ascension Parish Schools** | Evaluation score: 147 | Award amount: \$236,086  
Schools: Dutchtown Primary, Oak Grove Primary, Prairieville Primary

This project provided high quality early childhood education to sixty students of families considered at-risk.

*Results*

94.64 percent of students met or exceeded goals in the area of language as measured by Teaching Strategies Gold. 98 percent of students met or exceeded goals in the area of literacy as measured by Teaching Strategies Gold. 100 percent of students met or exceeded goals in the area of numeracy as measured by Teaching Strategies Gold. By May of 2017, 80 percent of parents participated in two or more program related activities which were designed to support continued learning in the home. 100 percent of participating teachers participated in more than 18 hours of professional development activities which improved pedagogy and supported individual student needs.

**Assembly Christian School** | Evaluation score: 100 | Award amount: \$2,568

This project utilized a computer math program to enhance and track student progress in grades 2nd through 6th in order to generate data that teachers used to drive their instruction.

*Results*

There were only 4 classes compared due to an error in scoring on the 4th grade Terra Nova test. There was over a 10 percent increase in the mean scores in math compared to last year. Three out of four classes had an increase in their score. All grades except one had close to or over 35 percent of the students in the classroom increase their math quarterly grade. An average of 45 percent of the students in the 2nd -6th grade math increased the math grade. The growth level was much lower than 80 percent.

## 8(g) PROGRAMMATIC PROFILES BY AGENCY

### Student Enhancement Block Grant Projects

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**Assumption Parish School Board** | Evaluation score: 146 | Award amount: \$85,111

Schools: Napoleonville Primary, Pierre Part Primary

This project offered a rich learning experience which enhanced the development of cognitive, social, emotional, language and literacy, and motor skills at a manner and pace consistent with the needs and capabilities of each individual child.

#### *Results*

94 percent of the participating 4-year-olds met or exceeded grade level expectancy in the math domain utilizing data from the Teaching Strategies Snapshot Report. 94 percent of the participating 4-year-olds met or exceeded grade level expectancy in the language and literacy domain utilizing data from the Teaching Strategies Snapshot Report. 100 percent of parents attended 5 or more activities. 100 percent of teacher attended 35 hours of professional development training.

**Avoyelles Parish School Board** | Evaluation score: 150 | Award amount: \$102,195

Schools: Marksville Elementary School

This project was designed to serve at-risk 4-year old students to learn developmentally appropriate intervention strategies to improve their readiness for kindergarten.

#### *Results*

95 percent of the pre-K students scored meeting expectations and 5 percent of the students scored exceeding expectations in language & literacy as measured by the Teaching Strategies GOLD Assessment Tool. 95 percent of the pre-K students scored meeting expectations and 5 percent of the students scored exceeding expectations in math as measured by the Teaching Strategies GOLD Assessment Tool. 100 percent of all parents participated in five out of six planned activities. The teacher received 66.5 hours of professional development hours. The paraprofessional received 20 hours of professional development hours.

**Avoyelles Public Charter School** | Evaluation score: N/A | Award amount: \$6,040

The purpose of this project is to increase K-3rd grade students' understanding and academic achievement in reading through the implementation of research-based strategies.

#### *Results*

96 percent of students scored at K.9 or above in the reading section of the ITBS. 48 percent of students scored at 1.9 or above in the reading section of the ITBS. 72 percent of students scored at 2.9 or above in the reading section of the ITBS. 56 percent of students scored at 3.9 or above in the reading section of the ITBS.

**Baton Rouge Christian Education Foundation, DBA The Dunham School**

Evaluation score: 150 | Award amount \$5,840

This project allowed students in 6th -8th grade STEM enrichment classes to participate in weekly challenges that encouraged problem solving, communication, collaboration, creativity and STEM skills including coding, programming, robotics, etc.

#### *Results*

83 percent of the students scored a minimum score of 80 percent on the portfolio entry for electrical circuits. 82 percent of the students scored a minimum score of 80 percent on the portfolio entry for electrical circuits. 88 percent of the students scored a minimum of 80 percent on the portfolio entry. 92 percent of the students scored a minimum of 80 percent on the portfolio entry.

**Baton Rouge Lutheran School** | Evaluation score: 147 | Award amount: \$1,424

This project improved math and language arts skills with their use of web-hosted software.

*Results*

The third grade class average showed 27.8 percent improvement and the fourth grade class average showed 8.8 percent improvement when pre- and post-test scores were compared. Jointly, the average improvement for all participating students was 18.9 percent by May 2017. The third grade class average showed 7.7 percent improvement and the fourth grade class average showed 5.1 percent improvement when pre- and post-test scores were compared. Jointly, the average improvement for all participating students was 6.6 percent by May 2017.

**Baton Rouge University Prep Inc.** | Evaluation score: 36 | Award amount: \$1,432

This project provided a small group literacy program to provide targeted, leveled instruction daily and rapidly close gaps and accelerate literacy proficiency.

Results were not submitted.

**Beauregard Parish School Board** | Evaluation score: 150 | Award amount: \$104,121  
Schools: East Beauregard Elementary, K. R. Hanchey Elementary

This project provided high-quality, developmentally appropriate learning experiences that enhanced the kindergarten readiness of 4-year-olds who are economically disadvantaged or who have developmental delays.

*Results*

Teaching Strategies GOLD reports indicated that 100 percent of children in the project met or exceeded widely held expectations for 4-year-olds in the area of literacy and language. Teaching Strategies GOLD report indicated that 98 percent of children in the project met or exceeded widely-held expectations for four-year olds in the area of mathematics. Parent participation logs indicated that 100 percent of parents of children in the project for the full year participated in at least two activities. Sign in sheets indicated that 100 percent of teachers and paraprofessionals in the project participated in local site based collaboration using data to increase student' kindergarten preparedness.

**Belle Chasse Academy** | Evaluation score: N/A | Award amount: \$7,760

This project incorporated proven methods of reading instruction and intensive literacy interventions that targeted first and second grade students that were academically below grade level.

*Results*

60 percent of the participating students decreased their level of support needed as measured by DIBELS. 40 percent of the participating 5 students decreased their level of support needed as measured by DIBELS.

**Bens Ford Christian School** | Evaluation score: 142 | Award amount: \$3,604

The project was designed to provide intervention for struggling learners in grades 5-10.

*Results*

100 percent of students raised their composite score by 5 percent or more. 75 percent of students raised their language and math scores by 5 percent or more, and 50 percent raised their reading and social studies scores by 5 percent or more. 25 percent of students showed gains of 5 percent or more in science. 33 percent of students raised their composite

## 8(g) PROGRAMMATIC PROFILES BY AGENCY

### Student Enhancement Block Grant Projects

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scores, 1.7 percent raised English scores, 33 percent rose in writing, 50 percent rose in math and reading, and 67 percent rose in science. However, no students raised their scores by 5 percent or more. Gains ranged from 0.2 percent to 2.0 percent.

**Bethany Christian School** | Evaluation score: N/A | Award amount: \$1,703

This project gave students equal access to technological devices that used blended learning for a portion of math classes.

#### *Results*

45 percent of returning students in grades 4 - 5 showed a gain of 1 or more stanine levels in math on the Terra Nova Achievement Test taken in April 2017.

**Bethel Christian School** | Evaluation score: 45 | Award amount: \$1,358

This project incorporated more technology in the learning process which enhanced student involvement as well as motivated the students to learn.

#### *Results*

The agency that is responsible for grading the Terra Nova Tests have had some technical difficulties as they are switching over to a new grading system. Results were not available.

**Bienville School District** | Evaluation score: 150 | Award amount: \$73,557  
Schools: Castor High School

This project provided developmentally-appropriate practices to identified at-risk 4-year-olds for a successful transition to kindergarten.

#### *Results*

100 percent of participating 4-year-olds met or exceeded math objectives in Teaching Strategies Gold by May 2017. 100 percent of participating 4-year-olds met or exceeded language and literacy in Teaching Strategies Gold by May 2017. 85 percent of parents attended Parent Teacher Conference and 100 percent of parents attended Parents' Day. The teacher attended 6 professional development training in the Fall, plus one conference.

**Bishop McManus Academy** | Evaluation score: N/A | Award amount: \$2,072

This project used technology to enhance student learning by providing hands-on practice in math skills that developed student's math skills necessary for grade level state standard concepts.

#### *Results*

None of the students improved their equivalency scores by 8th month growth on the Stanford 10 test from the Fall Pre-test to the Spring Post-test in math.

**Bishop Noland Episcopal Day School** | Evaluation score: 127 | Award amount: \$2,699

This project allowed the middle school students to continue their exploration of robot construction, programming and problem solving with a more challenging set of equipment.



*Results*

73 percent of participating 8th grade students achieved an average of 47 percent growth. 88 percent of participating 7th grade students achieved an average of 30 percent growth.

**Bogalusa City Schools** | Evaluation score: 138 | Award amount: \$68,060  
Schools: Bogalusa High School

This project improved math achievement by utilizing the Instructional Coaching Model.

*Results*

100 percent of participating 6th grade students increased by at least 15 percent on their year end math exam. 83 percent of participating 7th grade students increased by at least 15 percent on their year end math exam. 100 percent of participating 8th grade students increased by at least 15 percent on their year end math exam. 47 percent of participating 6th grade students increased by at least 10 percent on their year end ELA exam. 68 percent of participating 7th grade students increased by at least 10 percent on their year end ELA exam. 68 percent of participating 8th grade students increased by at least 10 percent on their year end ELA exam.

**Bossier Parish School Board** | Evaluation score: 134 | Award amount: \$47,268  
Schools: Cope Middle School, Greenacres Middle School

This project was designed for Building LIFE in Learning and Instilling a Foundation of Experiences for student achievement in 7th & 8th Grades

*Results*

None of the participating 7th grade students met the goal of 80 percent or higher in math. 12.3 percent of the participating 7th grade students met the goal of 80 percent or higher in ELA. None of the participating 8th grade students met the goal of 80 percent or higher in math. 14.3 percent of the participating 7th grade students met the goal of 80 percent or higher in ELA.

**Bossier Parish School Board** | Evaluation score: 150 | Award amount: \$189,073  
Schools: Bossier, Central Park, Elm Grove, Plantation Park, Waller

This project provided at-risk 4-year-old-children with developmentally appropriate experiences for the maximum development of physical, social, cognitive and emotional skills.

*Results*

100 percent of the students participating in the kindergarten class met widely held expectations for 4-year-olds on the language/literacy objectives for development and learning on the Teaching Strategies GOLD assessment tool. 100 percent of the students participating in the kindergarten class met widely held expectations for 4-year-olds on the mathematics objectives for development and learning on the Teaching Strategies GOLD assessment tool. 91 percent of parents attended at least 3 parent meetings conducted during the school year. 100 percent of para-educators have completed 18 of the required 18 hours of in-service.

**Boutte Christian Academy** | Evaluation score: N/A | Award amount: \$2,098

This project gave targeted students in third grade the ability to complete individualized math practice in the computer lab two times a week.

*Results*

69 percent of the targeted students increased 10 percent or more on the math problem solving section on the 2017 ITBS as compared to the 2016 ITBS scores.

**8(g) PROGRAMMATIC PROFILES BY AGENCY**  
**Student Enhancement Block Grant Projects**

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**Bowling Green School** | Evaluation score: 126 | Award amount: \$3,201

This project provided students with proper technology which enabled students to elevate math skills resulting in higher college readiness.

*Results*

75 percent of students of the Algebra II class did not increase ACT score by 1 point.

**The Brighton School** | Evaluation score: N/A | Award amount: \$898

This project improved student achievement by integrating IXL math technology into the middle and high school math curriculum.

*Results*

The students' total average calculation scores from baseline to end of year using Woodcock Johnson demonstrated a 20 percent increase for 38 percent of the students. However, fluency only demonstrated a 13 percent increase for 40 percent of the students.

**Caddo Parish Public Schools** | Evaluation score: N/A | Award amount: \$387,456

Schools: Arthur Circle, A.C. Steere, Blanchard, Riverside, University

This project provided a pre-k program to at-risk 4-year-old children that improved kindergarten readiness skills in selected Caddo Parish Public Schools.

*Results*

100 percent of all participants met or exceeded widely held expectations encompassing developmental milestones in math in May 2017 as compared to 7.4 percent in October 2016. 100 percent of all participants met or exceeded widely held expectations in literacy encompassing developmental milestones as compared to 51.5 percent in literacy in October 2016. 89.7 percent of all participants met or exceeded widely held expectations in language encompassing developmental milestones as compared to 22.1 percent in language in October 2016. 100 percent of participating parents of 8(g) funded students participated in the parent orientation meeting and in at least one other parental involvement activity during the 2016-17 school year. 100 percent of pre-k program 8(g) funded classroom teachers and paraprofessionals participated in at least 18 hours of inservice related to early childhood.

**Calcasieu Parish School Board** | Evaluation score: 144 | Award amount: \$321,844

Schools: Henry Heights Elementary, R. W. Vincent Elementary, Westwood Elementary

This project provided resources for the students that are "at risk" of not being able to succeed in kindergarten due to various factors.

*Results*

100 percent of the students scored within the pre-K progression band in language/literacy met and exceeded objectives/dimensions on the third checkpoint. 94 percent of the students scored within the Pre-K progression band in mathematics met and exceeded objectives/dimensions on the third checkpoint. 100 percent of the parents in the program attended at least two parental involvement workshops/activities. 100 percent of staff participated in a minimum of at least 18 hours of professional development activities.

**Caldwell Parish School Board** | Evaluation score: N/A | Award amount: \$68,940  
Schools: Caldwell Parish Pre-K Center

This project allowed more children to be served and they benefited from a high quality instruction preparing them to enter kindergarten on track and ready to learn.

*Results*

100 percent of students scored in the “meets or exceeds” level on TS Gold assessment in language and literacy. 100 percent of students scored in the “meets or exceeds” level on TS Gold assessment in mathematics. 90 percent of parents attended two or more activities with at least one being a conference with child’s teacher. Program teacher attended 100 percent of PD sessions offered.

**Cameron Parish School Board** | Evaluation score: 147 | Award amount: \$65,813  
Schools: Grand Lake High School

This project provided developmentally appropriate instruction for 4-year-olds to establish kindergarten readiness.

*Results*

94.8 percent of the participating 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of Developing Skills Checklist. 94.8 percent of the participating 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of Developing Skills Checklist. 63 percent of the parents participated in 70 percent or more of the offered activities. The teachers participated in a total of 91.5 professional development hours for the 2016-2017 school year.

**Catahoula Parish School Board** | Evaluation score: 122 | Award amount: \$66,826  
Schools: Sicily Island High School

This project provided a quality developmentally appropriate pre-kindergarten program for academically at risk 4-year-olds.

*Results*

100 percent of the program staff attended district mandated Professional development in August 2016. 100 percent of the parents for students registered to date attended the Parent Teacher Conference Day in the Fall of 2016. 93 percent of students participating met the expectations in math by the third checkpoint (May 2017) with the Teaching Strategies Gold Portfolio Assessment. 93 percent of students participating met the expectations in language and literacy on or by the third checkpoint (May 2017) with the TS GOLD Assessment.

**Cedarwood School** | Evaluation score: 143 | Award amount: \$2,334

This project improved 3rd grade students’ reading skills by giving them instruction and reading materials on their individual reading levels.

*Results*

87 percent of the students in third grade increased their reading level at least 2 levels. 60 percent of third grade students increased their reading fluency by 20 words.

## 8(g) PROGRAMMATIC PROFILES BY AGENCY

### Student Enhancement Block Grant Projects

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**Celerity Schools Louisiana** | Evaluation score: N/A | Award amount: \$9,933

This project gave teachers the chance to part in a program designed to offer classes and opportunities to become locally, state and federally credentialed as highly qualified educators.

#### *Results*

In October of 2016, 39 percent of new and returning teachers without credentials passed Praxis I exams. In March of 2017, 17 percent of new and returning teachers without credentials passed Praxis II exams. In August of 2017, 58.7 percent of the students, grades 3-8, in non-credentialed teacher's classes scored Basic or above on standardized state tests.

**Central Community School System** | Evaluation score: 150 | Award amount: \$93,439

Schools: Bellingrath Hills Elementary School, Tanglewood Elementary School, Central Intermediate School, Central Middle School

This project focused on pre-K-8 ESL & students who do not receive RTI reading interventions but exhibited reading skill gaps and needed additional support for academic learning and applying college and career readiness skills.

#### *Results*

73 percent of the students identified 60 percent of all capital and lowercase letters. 100 percent of the students have scored a 2 or above on the DRA. 78 percent of the students have grown 5 levels in the DRA. 83 percent of the students have an SGP of 40. 83 percent have a scaled score growth greater than 25 points. 83 percent of students have a scaled score growth greater than 25 points.

**City of Baker School System** | Evaluation score: 121 | Award amount: \$66,990

Schools: Bakerfield Elementary School

This project provided skills to at-risk 4-year-olds in order to prepare them for kindergarten.

#### *Results*

37.1 percent of students met widely held expectations in mathematics on the TS Gold in math. 80.0 percent of students met widely held expectations in language on the TS Gold. 42.9 percent of students met widely held expectations in literacy on the TS Gold. 75 percent of all parents of four-year old students attended at least one activity. 100 percent of pre-kindergarten teachers and paraprofessional participated in 18 hours of professional development activities and instructional coaching.

**Claiborne Christian School** | Evaluation score: 130 | Award amount: \$3,201

The project improved math skills of 1st graders through interactive technology use in the classroom.

#### *Results*

67 percent of students had at least a 5 percent increase in their test score from beginning of school to mid year.

**Claiborne Parish School District** | Evaluation score: 146 | Award amount: \$68,949

Schools: Summerfield High

This project provided a developmentally appropriate program intentionally designed to improve the kindergarten readiness skills of 4-year-old participants and to ensure a successful educational experience in school.

*Results*

85.7 percent of the participating 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the language component of the Developing Skills Checklist post-test. 92.9 percent of the participating 4-year-olds scored in the 2nd, 3rd, or 4th quartile on the math component of the Developing Skills Checklist post-test. 83 percent of the parents of participants participated in at least two activities by May 19, 2017. 100 percent of teachers and paraprofessionals participated in 18 hours of professional development to foster implementation of research-based strategies designed to increase students' proficiency in kindergarten.

**Community Leaders Advocating Student Success** | Evaluation score: 134 | Award amount: \$4,938  
School: Fannie C. Williams Charter School

This project improved student achievement by integrating technology and Ready Common Core instructional resources into the reading intervention program.

*Results*

85 percent first grade students increased their i-Ready reading score. 73 percent second grade students increased their i-Ready reading score. 61 percent of the third grade students increased their i-Ready reading score. 67 percent of the fourth grade students increased their i-Ready reading score. 50 percent of the fifth grade students increased their i-Ready reading score. 22 percent of the sixth grade students increased their i-Ready reading score. 51 percent of the seventh grade students increased their i-Ready reading score. 56 percent of the eighth grade students increased their i-Ready reading score.

**Concordia Parish School District** | Evaluation score: N/A | Award amount: \$82,971  
Schools: Vidalia Lower Elementary School

This project addressed pre-K readiness skills to develop school success with targeted low socioeconomic students. The first years of life are critical for later outcomes.

*Results*

100 percent of students met this objective for math. 100 percent of students met this objective for language and literacy. 75 percent of parents participated in family involvement activities. Teachers successfully completed 18 hours of professional development.

**Crescent City Schools** | Evaluation score: 144 | Award amount: \$13,555  
Schools: Paul Habans Charter School

This project improved student achievement by piloting a new 5th grade teaching structure at Paul Habans Charter School and providing additional ELA and math support to struggling 5th grade students.

*Results*

48 percent of 5th grade students finished the year reading on or above grade level or grew at least 1.3 years in their reading level over the course of the year. Additionally, 33 percent of 5th grade students were less than 1 year behind grade level. 67 percent of 5th grade students scored Basic or above on the LEAP ELA assessment. 58 percent of 5th grade students scored Basic or above on the LEAP math assessment.

**Delta Charter School** | Evaluation score: 146 | Award amount: \$3,148

This project provided intervention services to students in kindergarten who scored in the 2nd quarter percentile or below on the DSC and below benchmark on the DIBELS at the beginning of the year.



## 8(g) PROGRAMMATIC PROFILES BY AGENCY

### Student Enhancement Block Grant Projects

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#### *Results*

93 percent of kindergarten students (13/14) scored in the 2nd or above quartile on the DSC (Developmental Skills Checklist) post-test given in May 2017 on Prereading Total. 93 percent of kindergarten students (13/14) scored at or above benchmark level on the DIBELS Next assessment by May 2017. Those who did not benchmark in January 2017 continued to receive intervention and only one student did not benchmark by May 2017.

**DeSoto Parish School Board** | Evaluation score: 150 | Award amount: \$97,126  
Schools: North Desoto Lower Elementary

This project provided a developmentally appropriate pre-kindergarten program designed to improve the kindergarten readiness skills of 4-year-old children.

#### *Results*

100 percent of students met or exceeded the literacy objectives/dimensions. 100 percent of students met or exceeded the mathematics objectives/dimensions. 95 percent of the participants' parents participated in a minimum of two school-related activities. Professional Development was provided through district-level meeting, online classes and weekly job-embedded TAP cluster meetings. A minimum of 18 hours was met.

**Diocese of Alexandria** | Evaluation score: 148 | Award amount: \$22,145  
Schools: St. Frances Cabrini School

This project exposed students to a coding curriculum.

#### *Results*

99 percent completed their course of study. 87 percent of students scored 80 percent or more on the rubric.

**Diocese of Baton Rouge** | Evaluation score: 147 | Award amount: \$122,699  
Schools: Ascension Catholic, Catholic High School, Catholic Elementary of Pointe Coupee, Catholic High School of Point Coupee, Holy Family, Holy Ghost, Mater Dolorosa, Most Blessed Sacrament, Our Lady of Mercy, Redemptorist Elementary, Special Education Program, Sacred Heart, St. Aloysius, St. Alphonsus, St. Elizabeth, St. Francis Xavier, St. George, St. Jean Vianney, St. John Elementary, St. John High School, St. John Primary, St. Joseph School, St. Jude, St. Louis King of France, St. Michael High School, St. Peter Chanel, St. Theresa, St. Thomas Aquinas High School, St. Thomas More

Through research based programs of enhancement, reinforcement, and on-going assessment, this project focused on improvement in the areas of math and language arts. The technology component allowed for students to work at their own pace and level.

#### *Results*

In all schools reporting participation by students in grades K, 1, or 2, 100 percent of the students met the objective. The average percent correct for students at all participating schools met or exceeded the objective. The math tests indicated one of the biggest increases at 11 percent increase. The average percent correct for students at all participating schools met or exceeded the objective. The Reading tests indicated an increase of 5 percent. Two of six participating schools exceeded the objective and over half of the total participating population came from those two schools. The other schools indicated growth from prior years. 8 of 11 participants in the testing met the objective. 8 of 10 participants in the testing met the objective. Of the eight, each at least doubled the expectation.

**Diocese of Houma-Thibodaux** | Evaluation score: 92 | Award amount: \$41,328

Schools: St. Joseph, St. Genevieve, St. Bernadette, St. Francis, St. Gregory, Maria Immacolata, Holy Rosary, Holy Savior, St. Mary's, Holy Cross, St. Joseph Elementary, St. Genevieve Elementary, St. Francis Elementary, St. Bernadette Elementary, Maria Immacolata Elementary, St. Gregory Elementary

This project improved math or reading scores in targeted schools by identifying gaps in student math and reading skills and provided focused instruction to help each student gain the skills needed to be successful in the identified subject area.

*Results*

Significant growth was recognized in math in grades 5, 7, and 8. Although there was a small decline in growth in grades 3, 4, and 6, the overall goal was met with greater than 60 percent of the students showing a 6 point or greater growth. Significant growth in all grades was recorded. 99 percent of the students in grades 3-7 achieved the targeted growth. 99 percent of students achieved 1 2-level growth in reading as measured by post-assessment.

**Diocese of Lafayette** | Evaluation score: 130 | Award amount: \$121,736

Schools: Teurlings Catholic High School

This project improved test scores, prepared students for Common Core aligned standardized tests and provided 21st Century students with stimulating, technology-driven, hands-on learning.

*Results*

As measured by the pre-ACT, 69 percent of ninth graders scored a 17 or higher on the composite score when tested in October. 41 percent of 10th graders showed an increase of 1 point or more from the Aspire Test to the pre-ACT. 188 of 207 students, or 91 percent of students in the 11th grade increased their scores by one full point or more. ACT will not provide final ACT scores until September.

**Diocese of Lake Charles** | Evaluation score: 119 | Award amount: \$21,997

Schools: St. Theodore's Holy Family Catholic School

This project integrated technology into current collaborative classroom efforts and increased the use of differentiated instruction which enhanced student engagement and improved student learning outcomes.

*Results*

92 percent of students moved from beginning to independent in pre-literacy readiness as shown by the DSC assessment. There was a 40 percent average decrease in time off task from 1st quarter to 4th quarter.

**Dioscese of Shreveport** | Evaluation score: 145 | Award amount: \$16,483

Schools: St. Frederick High School

This project improved the problem solving and critical thinking skills associated with preparation for continued academics and industry requirements.

*Results*

96 percent of students scored greater than 85 percent on the final post test for CAD. Robotics: 100 percent of the students scored higher than 85 percent on the post test and project for robotics

## 8(g) PROGRAMMATIC PROFILES BY AGENCY

### Student Enhancement Block Grant Projects

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**E. P. Harney Spirit of Excellence** | Evaluation score: 102 | Award amount: \$2,864

Schools: E. P. Harney Elementary School

Through the implementation of a computer based program, this project helped the ELL and exceptional needs students improve reading skills.

#### *Results*

93 percent of the kindergarten-3rd grade students who participated in this program improved their reading score by 25 percent. 53 percent of the 4th - 8th grade students who participated in this program improved their reading score by 25 percent.

**East Baton Rouge Parish School System** | Evaluation score: 150 | Award amount: \$397,125

Schools: Audubon Elementary, Melrose Elementary, Shenandoah Elementary, White Hills Elementary, Twin Oaks Elementary

This project is designed to enhance pre-kindergarten students' learning and to enrich the quality of education in at-risk 4-year-olds.

#### *Results*

The GOLD end of the year Snapshot report for math objectives show 94.8 percent of the children participating in the 8(g) Early Childhood Program have increased their level of performance to meet or exceed expectations in math objectives. The GOLD end of the year Snapshot report for language/literacy show 97.4 percent of the children participating in the 8(g) Early Childhood Program have increased their level of performance to meet or exceed expectations in the language/literacy objectives. 100 percent of the parents participated in their children's pre-K classroom through attending at least one parent /teacher conference and workshops or by actively participating in home/school assignments and book clubs at least once each semester. As of January 2017, 100 percent of the teachers providing instruction in the 8(g) pre-kindergarten had participated in 18 hours of professional development.

**East Carroll Parish School Board** | Evaluation score: N/A | Award amount: \$63,789

Schools: Southside Elementary

This project developed kindergarten readiness skills of 4-year-old participants to ensure their readiness for entry into kindergarten and establish a foundation for successful educational experiences in school.

#### *Results*

100 percent of the pre-kindergarten students met or exceeded expectations in math as evidenced by the TS GOLD Assessment. 100 percent of the pre-kindergarten students met or exceeded expectations in language and literacy as evidenced by the TS Gold Assessment. 80 percent of the parents/families of participants were engaged in at least two planned parent involvement activities. Teacher attended 100 percent of the planned professional development and accumulated 20.5 hours of PD during the year.

**East Feliciana Parish** | Evaluation score: 145 | Award amount: \$71,994

Schools: Clinton Elementary School

This project met the needs of at-risk pre-kindergarten children and better prepare them for kindergarten readiness skills and enhanced interaction with other 4-year-old students.

*Results*

82 percent (9 of 11) of the students scored “meeting or exceeding expectations” on the literacy and language component of the TS-Gold final post-test. 64 percent (7 of 11) of the students scored “meeting or exceeding expectations” on the math component of the TS-Gold final post-test. During the 2016-17 school year, 82 percent of parents attended two or more parental involvement activities. The 8 (g) pre-K teacher participated in numerous professional development activities totaling approximately 96.5 total hours of professional development.

**Educators for Quality Alternatives** | Evaluation score: N/A | Award amount: \$1,415  
Schools: NET Charter High School

This project provided students with intensive phonemic strategies to improve reading.

*Results*

This objective was met for the students in Semester 2 courses - they grew an average of .5 grade levels in 1 semester.

**Evangeline Parish School Board** | Evaluation score: N/A | Award amount: \$104,689  
Schools: Chataignier Elementary, Pine Prairie High School, Vidrine Elementary School, W.W. Stewart

This project provided kindergarten readiness skills and closed the achievement gap for 4-year-old participating students.

*Results*

95 percent of students scored in the meets/exceeds expectations range on the Spring language & literacy objectives as measured by TS GOLD. 97 percent of students scored in the meets/exceeds expectations range on the Spring math objective as measured by TS GOLD. 95 percent of parents attended at least 2 activities by May 2017. 100 percent of teachers and paraprofessionals attended 18 hours of professional development relevant to early childhood preschool.

**False River Academy** | Evaluation score: 150 | Award amount: \$3,901

This project allowed students to continue to effectively strengthen and increase their writing skills through use of the Writing Practice Program.

*Results*

Approximately 87 percent of students in grade 5 improved their overall writing score by 3 or more points. Approximately 81 percent of students in grade 6 improved their overall writing score by 3 or more points. Approximately 83 percent of students in grade 7 improved their overall writing score by 3 or more points. Approximately 76.2 percent of students in grade 8 improved their overall writing score by 3 or more points. One of the two eighth grade section was the advanced section and since they began the program performing much stronger, a ceiling effect may have occurred.

**Family Community Christian School** | Evaluation score: 132 | Award amount: \$4,353

This project improved student achievement by integrating math technology into grades 8th through 12th math curriculum.

*Results*

As of this date, the ASPIRE scores have not been released to the school. The ACT test results show a 1.65 percent growth. Testing shows that 8th grade scores decreased -27.9 percent, 9th grade scores decreased -13.8 percent, 10th grade scores increased 2 percent, 11th grade scores increased 17.07 percent, and 12th grade scores increased 2.33 percent.

## 8(g) PROGRAMMATIC PROFILES BY AGENCY

### Student Enhancement Block Grant Projects

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**First Baptist Christian School** | Evaluation score: 149 | Award amount: \$1,911

Through the use of technology, this project assisted students in grades 2-6 to improve math skills.

#### *Results*

Of the 32 students in Grade 2, 31 students improved their Iowa Basic Skills total math scores by 5 percent or more. Since this is 96 percent of the 2nd grade, the objective of 50 percent was met. Of the 25 students in Grade 3, 19 students improved their Iowa Basic Skills total math scores by 5 percent or more. Since this is 76 percent of the 3rd grade, the objective of 50 percent was met. Of the 18 students in Grade 4, 17 students improved their total math scores by 5 percent or more. Since this is 94 percent of the 4th grade, the objective of 50 percent was met. Of the 17 students in Grade 5, 16 students improved their total math scores by 5 percent or more. Since this is 94 percent of the 5th grade, the objective of 50 percent was met. Of the 16 students in Grade 6, 8 students improved their total math scores by 5 percent or more. Since this is exactly 50 percent, the objective of 50 percent was met.

**FirstLine Schools** | Evaluation score: N/A | Award amount: \$26,030

Schools: Arthur Ashe, Langston Hughes Academy, Samuel Green, Phillis Wheatley

This project improved student achievement by providing small-group targeted interventions into the math curriculum.

#### *Results*

49 percent of 5th grade students met MAP projected growth goal by EOY. 49 percent of 6th grade students met MAP projected growth goal by EOY. 59 percent of 7th grade students met MAP projected growth goal by EOY. 57 percent of 8th grade students met MAP projected growth goal by EOY.

**Franklin Parish School Board** | Evaluation score: 147 | Award amount: \$80,486

Schools: Winnsboro Elementary School

This project provided a high quality early learning experiences and developmentally appropriate program for 4-year-old participants.

#### *Results*

100 percent of the pre-K students scored in the second, third, or fourth quartile in mathematics on the Developing Skills Checklist. Breakdown of each quartile: 2nd Quartile---15.8 percent; 3rd Quartile---63.2 percent; 4th Quartile---21 percent. 94.4 percent of the pre-K students scored in the second, third, or fourth quartile in language on the Developing Skills Checklist. Breakdown of each quartile: 2nd Quartile---10.5 percent; 3rd Quartile---5.3 percent; 4th Quartile---78.9 percent. Approximately 81.2 percent of parents of 8(g) pre-K students participated in Parenting Skills Workshops, PTO Open House, and Family math and reading sessions during the 2016-2017 school year. Approximately 20 CLUs were received and satisfactory results were received on observations and lesson plans.

**Friends of King** | Evaluation score: N/A | Award amount: \$9,562

Schools: Dr. Martin Luther King Jr. Charter, Joseph A. Craig Charter

This project improved math and reading skills by integrating career readiness and technology in 8th grade curriculum.

#### *Results*

64.9 percent of the targeted eighth grade students increased their reading level by 1 or more levels on the EOY iReady post-test assessment. 59.7 percent of the targeted eighth grade students increased their math level by 1 or more levels on the EOY iReady post-test assessment. 93.5 percent of students answered questions knowledgeably relative to career education as demonstrated by the Journey to Careers pre/post assessment.



**Glenbrook School** | Evaluation score: N/A | Award amount: \$3,226

This project utilized interactive simulations and illustrations to produce a much greater depth of understanding of literary concepts.

*Results*

88 percent scored good or excellent on the English II End of Course exam. 77 percent scored good or excellent on the English III End of Course exam.

**Grant Parish School Board** | Evaluation score: 140 | Award amount: \$80,684

Schools: Verda Elementary School

This project met the academic, social and emotional needs of at risk 4-year-olds by using research based best practices led by a certified early childhood teacher.

*Results*

94 percent of students met or exceeded widely held expectations of TS GOLD. 82.4 percent of students met or exceeded widely held expectations in math as indicated on TS GOLD growth report. As indicated on sign in sheets, 100 percent of parents attended at least 4 school functions. Teacher attended 100 percent of trainings offered, which was over 30 hours.

**Houma Christian School** | Evaluation score: N/A | Award amount: \$4,691

This project provided the kindergarten classroom with technology resources that increased engagement and expanded expected learner outcomes.

*Results*

100 percent of kindergarten students scored ready or better on their end of the year kindergarten test in the subject areas of math and ELA.

**Iberia Parish School Board** | Evaluation score: N/A | Award amount: \$167,742

Schools: Johnston Hopkins Elementary, Sugarland Elementary

This project provided quality early childhood educational experiences to at-risk 4-year-olds in Iberia Parish.

*Results*

97 percent of students participating in the 8(g) pre-K Program for the entire school year achieved the established goal of scoring within the 2nd, 3rd, or 4th quartiles on the ELA assessment. 97 percent of students participating in the 8(g) pre-K Program for the entire school year achieved the established goal of scoring within the 2nd, 3rd, or 4th quartiles on the math assessment. 100 percent of parents participated in Orientation at both sites. Parent Teacher Conferences were held in January and 77 percent of parents attended. Parent Teacher Conferences were held in April and 80 percent parent attendance was documented. 100 percent of teachers and paraprofessionals obtained a minimum of 18 hours of professional development training for the 2016-2017 school year.

**Iberville Parish School Board** | Evaluation score: N/A | Award amount: \$95,003

Schools: Crescent, Dorseyville, East Iberville, MSA East, Iberville Elementary, North Iberville

This project provided a developmentally appropriate pre-K program that allowed children to grow cognitively, socially, physically, and emotionally.

## 8(g) PROGRAMMATIC PROFILES BY AGENCY

### Student Enhancement Block Grant Projects

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#### *Results*

95 percent of all parents participated in two or more school and parent activities during the 2016-17 school year. 100 percent of pre-K-4 teachers received 18 hours of professional development during the 2016-17 school year. 90 percent of the children met or exceeded the widely held expectations encompassing milestones in language & literacy as measured by the TSGOLD growth report. 90 percent of the children met or exceeded the widely held expectations encompassing milestones in math as measured by the TSGOLD growth report.

**Jackson Parish School Board** | Evaluation score: 145 | Award amount: \$73,244  
Schools: Weston High School, Quitman High School

This project is designed to provide developmentally appropriate activities for 4-year old students to prepare them academically, socially, emotionally and physically.

#### *Results*

92 to 100 percent of students met or exceeded the goal of scoring at or above the Blue Band in TS Gold mathematics. 93 percent to 100 percent of the students met or exceeded the goal of scoring at or above the Blue Band in TS Gold language and literacy. 80 percent to 100 percent of parents participated in at least 2 of the planned parent involvement activities. 100 percent of teachers and para met goal of 18 hours of professional development.

**JCFA Charter Schools** | Evaluation score: 125 | Award amount: \$1,424  
Schools: JCFA-East

This project supported dual enrollment opportunities for over-aged students.

#### *Results*

9 percent earned a B or higher, 88 percent passed.

**Jefferson Davis Parish Schools** | Evaluation score: 150 | Award amount: \$103,174  
Schools: Elton Elementary, Welsh Elementary School

This project provided a developmentally appropriate program of education for 4-year-olds aligned to ELDS in order to ensure kindergarten readiness.

#### *Results*

85.5 percent of students with an 80 percent attendance rate scored 80 percent or higher on the the End of Year District Common Assessment for ELA. 87.5 percent of students with an 80 percent attendance rate scored 80 percent or higher on the the End of Year District Common Assessment for math. 100 percent of parents attended at least two parental involvement activities or conferences. All teachers and paraprofessionals participated in at least 18 hours of relevant professional development related to improving student achievement.

**Jefferson Parish Public School System** | Evaluation score: 149 | Award amount: \$453,208  
Schools: Mildred Harris Elementary, Washington Montessori, Lionel Collins Montessori

This project provided an initial formal school experience that improved kindergarten readiness skills (cognitive, physical, social/emotional and language) of students who will enter kindergarten the following year.

*Results*

98 percent of the participating pre-K-4 grade students met or exceeded the widely held expectations in literacy and 96 percent met or exceeded the widely held expectation in language for pre-K-4 students according to spring checkpoint results on the TS Gold. 94 percent of the participating pre-K-4 grade students met or exceeded the widely held expectations in math for pre-K-4 according to spring checkpoint results on the TS Gold. 58 percent of parents attended at least 2 or more activities during the school year. All 8(g) teachers attended at least 18 hours of professional development for the 2016-2017 school year.

**John Curtis Christian School** | Evaluation score: N/A | Award amount: \$7,579

This program improved student achievement by integrating technology use for 5th-6th grade students throughout the content areas.

*Results*

There was an 8 percent increase in the total battery category for 5th graders and a 1 percent increase in the total battery category for 6th graders on the Stanford 10 Achievement test.

**Kehoe-France Northshore School** | Evaluation score: 146 | Award amount: \$1,465

This project improved math and literacy skills of students in pre-K and kindergarten through the use of technology.

*Results*

100 percent of kindergarten students and 100 percent of pre-K students are meeting expectations in language. 5 percent of kindergarten students and 57 percent of pre-K students are meeting expectations in literacy; 95 percent of kindergarten students and 43 percent of pre-K students are exceeding expectations. As of the Spring Checkpoint of the Teaching Strategies Gold program, 100 percent of kindergarten students and 100 percent of pre-K students are meeting expectations in the area of math.

**Kehoe-France Southshore School** | Evaluation score: 148 | Award amount: \$3,572

This project provided reading remediation for the first grade students unable to keep up with their peers.

*Results*

100 percent of qualifying first grade students were reading at grade level by May 2017 according to the teacher developed post test. 80 percent of qualifying first grade students were reading at grade level by May 2017, according to DIBELS.

**KIPP New Orleans Schools** | Evaluation score: 141 | Award amount: \$34,563  
Schools: KIPP Renaissance High School

This project prepared 9th grade students taking biology in the KIPP Renaissance Early College Academy (KRECA) program with the critical inquiry skills needed for a college classroom setting.

*Results*

All 9th grade biology students scored a composite score of 15.3 on the ACT with an average of 16.5 on the science section, which exceeded the original goal of all freshman scoring an average ACT score of 15. Even though the last interim Biology EOC test showed 55 percent of students scoring a Good or Excellent (indicating growth towards achieving our stated objective), data collected from the final EOC test showed 45 percent of students scoring a Good or Excellent.

## 8(g) PROGRAMMATIC PROFILES BY AGENCY

### Student Enhancement Block Grant Projects

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**Lafayette Parish School System** | Evaluation score: 138 | Award amount: \$210,000  
Schools: Truman Early Childhood Education Center

This project provided a high quality, research-based pre-kindergarten education which resulted in improved school readiness for students who are at risk for failure.

#### *Results*

Seventy-six percent (76 percent) of 8(g) students (29 of 38) participating scored in the 2nd, 3rd, or 4th quartile in math on the Developing Skills Checklist. One hundred percent (100 percent) of 8(g) students (38 of 38) participating scored in the 2nd, 3rd, or 4th quartile in math on the Developing Skills Checklist. Class A had 88 percent attendance for at least 3 activities (parent orientation, parent/teacher conferences, and graduation). Class B had 98 percent attendance for at least 3 activities (parent orientation, a winter program, and graduation). 100 percent attendance for Teacher A and Teacher B (attended the August 4, August 5, October 21 in-services). Teacher C (attended August 4 and October 21). Teacher D did not attend any in-services since she was assigned to 8(g) after in-services were held.

**Lafayette Parish School System** | Evaluation score: 136 | Award amount: \$91,476  
Schools: JW Faulk, SJ Montgomery, Ridge Elementary, Milton Elementary, Green T Lindon Elementary

This project allowed for identification and intervention for students who performed below grade level in reading.

#### *Results*

All schools and grades met the objective with the exception of kindergarten at one school. This school missed the target criteria by 2 percent. On average, 65.7 percent of students in the target schools met their growth target. All schools met this objective. percentage of students reading on/above grade level ranges from 52 percent to 77 percent. All schools met this objective. The percentage increased ranges from 12 percent to 47 percent. This objective was met at 4 of the 5 targeted schools. In the four schools the percentage increase ranged from 16 percent to 33 percent. One school showed a decline in on/above level readers from beginning to end of year. The objective was met in 2 of the 5 targeted schools. In the two schools percentage increase ranged from 25 percent to 27 percent. Three schools showed a decline in the number of on/above level readers from beginning to end of year. The objective was met in 2 of the 5 targeted schools. In the two schools percentage increase ranged from 9 percent to 22 percent. One school showed an increase of 2 percent. Two schools showed a decline in the number of on/above level readers from beginning to end of year. The objective was met in 1 of the 5 targeted schools. One school showed a percentage increase of 22 percent. One school showed a 1 percent increase. Three schools showed a decline in the number of on/above level readers from beginning to end of year.

**Lafourche Parish School Board** | Evaluation score: N/A | Award amount: \$176,127  
Schools: Bayou Boeuf Elementary, Thibodaux Elementary, North Larose Elementary, Bayou Blue Elementary, Lockport Lower Elementary

This project provided a pre-K program for students to be better prepared for kindergarten.

#### *Results*

As of the last checkpoint period in April, 4 percent of participating 4-year-olds scored below level and 95 percent of participating 4-year-olds scored on and above level on the math objectives of the GOLD™ by Teaching Strategies assessment tool. 7 percent of participating 4-year-olds scored below level and 93 percent of participating 4-year-olds scored on and above level on all language objectives. 5 percent of participating 4-year-olds scored below and 95 percent scored on and above on all literacy objectives. As of May 26, 2017, 100 percent of teachers and paraprofessionals have completed at least 18 hours of professional development. As of May 2017, 36 of 42, which is 85.7 percent, of participating parents participated in 3 or more parental involvement activities.

**LaSalle Parish School Board** | Evaluation score: N/A | Award amount: \$76,767  
Schools: Jena Elementary, Olla Elementary, Nebo Elementary and Fellowship Elementary

This project served academically at-risk 4-year-olds.

*Results*

80 percent of 8(g) students met expectations and 20 percent exceeded expectations in the language/literacy dimension of the third checkpoint (May 2017) on TS Gold. 80 percent of 8(g) students met expectations and 20 percent exceeded expectations in the math dimension of the third checkpoint (May 2017) on TS Gold. By the end of the 2016-2017 academic year, 100 percent of 8(g) parents participated in two parental involvement activities. By the end of the 2016-2017 academic year, 8(g) teachers and paraprofessionals received more than the required 18 hours of professional development activities.

**Lincoln Parish School Board** | Evaluation score: N/A | Award amount: \$109,626  
Schools: Lincoln Parish Early Childhood Center

This project helped students develop intellectually, emotionally, and physically through hands-on activities that will better prepare them for entrance into kindergarten.

*Results*

By May 2017, 19 out of 20 (95 percent) students scored within blue/purple (meeting/exceeding) indicators for development and learning using the language objectives and 20 out of 20 (100 percent) on the literacy indicators from the Teaching Strategies Gold. By May 2017, 20 out of 20 (100 percent) students scored within the blue/purple (meeting/exceeding) indicators for development and learning using the mathematics data from the Teaching Strategies Gold Assessment. 85 percent of the parents attended the Parent Open House in August. The teacher participated in 38.5 hours of Professional Development.

**Livingston Parish Public Schools** | Evaluation score: N/A | Award amount: \$266,642  
Schools: Albany Lower, Springfield Elementary, Maurepas School, Levi Milton Elementary, South Fork Elementary

The purpose of this project is to allow 120 4-year-old children to attend high quality pre-K classes which will prepare them to be “ready to learn” in Kindergarten the following year.

*Results*

86 percent of students in 8(g) classrooms met or exceeded widely held expectations in math as evidenced by the TS GOLD final Checkpoint and Comparative Report at the end of May 2016. 100 percent of 8(g) classrooms met or exceeded widely held expectations in literacy on TS GOLD final Checkpoint and Comparative Report at the end of May, 2016. 94 percent of students met or exceeded expectations in language on TS GOLD final Checkpoint. 98 percent of parents participated in a minimum of four hours of classroom and school activities during the 2016-17 school year. The majority of parents participated in many more hours of classroom projects, field trips, volunteer hours, class programs, etc. Pre-K teachers successfully implemented strategies related to GOLD and CLASS. However, not all teachers participated in the full 18 hours of professional development due to the devastating flooding that occurred in the parish.

**Louisiana Connections Academy** | Evaluation score: 96 | Award amount: \$17,619

Jumping into Success is a Career Readiness project designed to assist identified Jump Start students enrolled in Louisiana Connections Academy. This project was centered on career-themed small learning community with an emphasis on application of vocational skills.

## 8(g) PROGRAMMATIC PROFILES BY AGENCY

### Student Enhancement Block Grant Projects

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#### *Results*

All business management Students passed their credentialing exam. Student successfully passed welding exam and credentialing. Other objectives were not met because students left the program.

**Louisiana School for the Deaf** | Evaluation score: N/A | Award amount: \$1,035

This project focused on ensuring teachers have resources available to plan standards aligned instruction and activities in the area of math in grades 6-12. Improving math performance on our benchmark assessment is the ultimate purpose of this project.

#### *Results*

78 percent (47 out of 60) of the students in grades 6-10 met or exceeded their projected growth target in math. 61 percent (11 out of 18) of our students in grades 11 and 12 showed at least 1 point of growth from fall to spring on the RIT scale.

**Louisiana School for Visually Impaired** | Evaluation score: N/A | Award amount: \$487

This project provided students the opportunity to have automatic feedback and enrichment from a planned and quick response literacy intervention.

#### *Results*

80 percent of students participating in the AR program increased their reading scores by 10 percent or higher on their benchmark assessments. 59 percent of the students participating in the AR program passed 70 percent or more of their AR reading assessments.

**Madison Parish School District** | Evaluation score: N/A | Award amount: \$66,282  
Schools: Tallulah Elementary School

This project provided services to 4-year-old early learners who are at risk of mastering the necessary skills needed for kindergarden Readiness.

#### *Results*

100 percent (19 of 19) students participating in the program scored in the 2nd, 3rd, or 4th quartile of the math DSC national percentile quarter. 100 percent (19 of 19) students participating in the program scored in the 2nd, 3rd, or 4th quartile of the language DSC national percentile quarter. 100 percent (19 of 19) of parents participated in at least 2 classroom related activities during the 2016-2017 school year. Teachers participated in over 18 hours of professional development during the 2017-2018 school year.

**McMillian's First Steps CDC/Academy** | Evaluation score: 138 | Award amount: \$1,308

This project implemented technology in literacy and math.

#### *Results*

83 percent of the students math skills improved according to the End of the Year Test given in May 2017. 50 percent of the student improve literacy skills according the the End of the Year Test given in May 2017.



**Metairie Park Country Day School** | Evaluation score: 128 | Award amount: \$5,958

This project strengthened lower school students' literacy learning skills by utilizing student-specific instructional tools and strategies, as well as elevated lower school teachers' literacy teaching expertise.

*Results*

94 percent of the kindergarten students showed an increase of two reading levels or more from the start of the school year to the end of the school year. 100 percent of the first graders showed an increase of three reading levels or more from the start of the school year to the end of the school year. 97 percent of second graders showed an increase of two reading levels or more from the start of the school year to the end of the school year. 98 percent of third graders showed an increase of two reading levels or more from the start of the school year to the end of the school year. 100 percent of fourth graders showed an increase of two reading levels or more from the start of the school year to the end of the school year. 100 percent of fifth graders showed an increase of two reading levels or more from the start of the school year to the end of the school year.

**Monroe City Schools** | Evaluation score: N/A | Award amount: \$124,077  
Schools: Clara Hall and Cypress Point Elementary

This project provided kindergarten readiness skills to children who are four years of age by September 30th of the current school year and met criteria for at-risk children to ensure they are ready for success in kindergarten.

*Results*

85.3 percent of the participating pre-K students scored proficient on the mathematics component by the end of year checkpoint. 91.2 percent of the students scored proficient on the language component by the end of the school year. 90 percent of parents attended one or more of the activities during the school year. 100 percent of the teachers received 30+ hours of professional development.

**Montessori Educational Center** | Evaluation score: N/A | Award amount: \$1,234

This project provided biweekly instruction in Spanish to kindergarten students.

*Results*

90 percent of the kindergarten students were able to identify shapes, colors, numerals and animals with an 85 percent accuracy rate well before the end of the project. As a result, more advanced vocabulary was introduced to the students.

**Morehouse Parish School Board** | Evaluation score: N/A | Award amount: \$89,662  
Schools: Pine Grove Elementary School

This project provided an effective, developmentally appropriate early childhood program which improved kindergarten readiness which enhanced the path to college and career.

*Results*

100 percent of the students met and exceeded expectations for language and literacy for TS Gold. 100 percent of the pre-kindergarten students met /exceeded expectations for math for TS GOLD. 90 percent of the parents attended the two conferences during the 2016-2017 school year. The teacher participated in forty-one hours of professional development and the paraprofessional participated in 19 hours of professional development.

## 8(g) PROGRAMMATIC PROFILES BY AGENCY

### Student Enhancement Block Grant Projects

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**Natchitoches Parish School Board** | Evaluation score: N/A | Award amount: \$108,030  
Schools: Weaver Elementary, Marthaville Elementary

The project helped prepare pre-K students (4 year old students) for kindergarten.

#### *Results*

98.5 percent of the participating 8(g) 4-year-old students met or exceeded the widely held expectations in language and literacy objectives for development and learning as measured by Teaching Strategies Gold Growth Report by May 2017. 100 percent of the participating 8(g) 4-year-old students met or exceeded the widely held expectations in math objectives for development and learning as measured by Teaching Strategies Gold Growth Report by May 2017. 100 percent of 8(g) parents attended at least one Parent Teacher Conference, open house, or other parent activities as evidenced by parent tally sheets by May 2017. 66.6 percent of 8(g) teacher and paraprofessionals attended a minimum of 18 hours of professional development as evidenced by sign in sheets by May 2017.

**New Beginnings Schools Foundation** | Evaluation score: 107 | Award amount: \$17,668  
Schools: Pierre A. Capdau Charter School, Gentilly Terrace Charter School, Menard H. Nelson Charter School, Lake Area New Tech Early College High School

This project leveraged resources to assist school leaders and teachers with data driven decision making by providing professional development around data disaggregation.

#### *Results*

70 percent of students were below 25th percentile on STAR Reading test. 50 percent of students were below 25th percentile on STAR math test.

**New Orleans Military and Maritime Academy** | Evaluation score: N/A | Award amount: \$5,308

This project allowed students to receive additional instruction/activities focused on post graduation with the Digital Media pathway certification.

#### *Results*

27 percent of Seniors passed Adobe Certified Associate Exam. 2 percent of Juniors passed the Adobe Certified Associate exam.

**New Vision Learning Academy** | Evaluation score: N/A | Award amount: \$2,823

This project incorporated the technology in daily reading activities and improved reading scores among students at three grade levels.

#### *Results*

3rd graders did not improve by 1 percentile NPR in reading during the project. Their reading performance decreased by 1 percent. 4th and 5th graders increased by 2 percent in reading on the ITBS.

**Northlake Christian School** | Evaluation score: 143 | Award amount: \$2,123

This project allowed students in grades four through six to utilize the ALEKS math system to increase student achievement in the areas of mathematics.

*Results*

More than 70 percent of the participating students in grades 4-6 did score on or above grade level on the STAR math assessments. We had 79 percent of 4th graders, 83 percent of 5th graders, and 77 percent of 6th graders test at or above grade level. 70 percent of the participating students in grades 4-6 did not score on or above the national average on the math component of the ACT Aspire summative standardized assessment. We did not reach our initial goal for grades 5-6, but did reach it for 4th grade.

**Northlake Christian Secondary School** | Evaluation score: 141 | Award amount: \$3,662

This project infused technology applications into pre-Algebra, Algebra I, II, and Geometry classes.

*Results*

80 percent of the participating students in grades 7-10 did not score on or above the national average on the math component of the ACT Aspire summative standardized assessment. We did not reach our initial goal.

**Oaks Montessori School** | Evaluation score: N/A | Award amount: \$543

This grant provided students the opportunity to develop gross motor skills needed to develop and improve reading.

*Results*

76 percent of the 21 participants were reading phonetic as well as non-phonetic primary readers.

**Orleans Parish School Board** | Evaluation score: 146 | Award amount: \$176,383

Schools: Audubon, Encore, Einstein, Moton, Alice Harte, and Homer A. Plessy Charter Schools Mary McLeod Bethune, Mahalia Jackson, Benjamin Franklin Elementary Schools

This project enhanced academic achievement by creating an environment that provided a high quality early childhood education for at-risk 4-year-old students.

*Results*

94 percent of the pre-K students in OPSB met or exceeded expectation in math based on the TS GOLD assessment. 97 percent of the pre-K students in OPSB met or exceeded expectation in language and 96 percent met or exceeded expectation in math based on the TS GOLD assessment. An average of 78.9 percent of parents participated in 2 or more parental involvement activities during the school year. 100 percent of the teachers participated in training.

**Ouachita Christian School** | Evaluation score: N/A | Award amount: \$7,160

This project facilitated student engagement and enhanced the students' learning by using technology.

*Results*

50 out of 51 students improved their score by 50 percent or at 100 percent on the end of the year test.

**Ouachita Parish Schools** | Evaluation score: 148 | Award amount: \$216,130

Schools: Woodlawn Elementary, Pinecrest Elementary

This project targeted preschool classes serving at-risk 4-year-olds and was designed to help at-risk 4-year-olds receive the knowledge and skills needed for kindergarten readiness.

## 8(g) PROGRAMMATIC PROFILES BY AGENCY

### Student Enhancement Block Grant Projects

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#### *Results*

100 percent of 8(g) pre-K students who were assessed by TS GOLD during all checkpoint periods met the Growth Range of “Meeting or Exceeding” in the language & literacy areas of development. 95 percent of 8(g) pre-K students who were assessed by TS GOLD during all checkpoint periods met the Growth Range of “Meeting or Exceeding” in the mathematics area of development. 100 percent of 8(g) pre-K parents participated in at least one school related activity by May 24, 2017. 100 percent of 8(g) pre-K teachers attended the full day (18 hours) professional development sessions on August 8, August 9, and October 11.

**Parkview Baptist School** | Evaluation score: 139 | Award amount: \$10,624

Kindergarten students used technology to work at an individualized level through differentiated instructional program(s).

#### *Results*

Fall reading scores were 26.6 which fell within the “At Expectation” range (22-45). Winter reading scores were 47.3 which fell within the “At Expectation” range (42-65). Spring reading scores were 58.3 which fell slightly below the “At Expectation” range (62-85). The fall “At Expectation” score range was 22-45 and students scored 26.6. The “At Expectation” score range for winter was 42-65 and students scored 47.3. The 1 percent increase score was 46.83 therefore the goal was achieved. The “At Expectation” score range for winter was 42-65 and students scored 47.3. The “At Expectation” score range for Spring was 62-85 and students scored 58.3. The 1 percent increase scored was 67.53 therefore the goal was not achieved.

**Plaquemines Parish Schools** | Evaluation score: N/A | Award amount: \$88,181  
Schools: Belle Chasse Primary School

This project provided 4-year-olds with developmentally appropriate practices utilizing language, literacy and math experiences.

#### *Results*

100 percent of the students were meeting or exceeding the widely held expectations for their age in the math Objectives of Teaching Strategies Gold. 100 percent of the students were meeting or exceeding the widely held expectations for their age in the language and literacy Objectives of Teaching Strategies Gold. Overall 74 percent parent participation this school year. 100 percent of teachers and paras attended 18 hours or more of training and planning.

**Pointe Coupee Parish School System** | Evaluation score: 150 | Award amount: \$79,063  
Schools: Valverde Elementary School

This project ensured the readiness skills of 4-year-old participants.

#### *Results*

90 percent of the children participating in the 8(g) preschool classroom met the widely held expectation for math. 100 percent of the children participating in the 8(g) preschool classroom met the widely held expectation for literacy. 95 percent of the children met the widely held expectation in language. 100 percent of the 8(g) staff attended the required 18 hours of professional development activities. 100 percent of the families of the children in the 8(g) program attended at least two parent involvement activities.

**Quest School** | Evaluation score: 150 | Award amount: \$486

This project improved the math skills of students needing additional assistance through supplementary practice of learned skills.

*Results*

100 percent of the targeted students mastered at least 80 percent of the competencies on their math level as assessed by the Saxon math post test. Students exceeded the set annual goal. 100 percent of targeted students showed an increase in their total math scores on the 2017 SAT compared with the 2016 SAT total math scores. Students exceeded the set goal.

**Rapides Parish School Board** | Evaluation score: 132 | Award amount: \$251,022

Schools: J. I. Barron Elementary, Buckeye Elementary, J. B. Nachman Elementary, Phoenix Magnet Elementary, Ruby Wise Elementary

This project provided developmentally appropriate pre-kindergarten experiences for at-risk 4-year-olds in a nurturing environment that created a community of learners.

*Results*

Teaching Strategies GOLD Snapshot Report; 96 percent in language (8 Objectives/Dimensions); 98 percent in literacy (12 Objectives/Dimensions). Teaching Strategies GOLD Snapshot Report; 97.5 percent in mathematics (7 Objectives/Dimensions). Data indicated that the district average for parent workshops was 88 percent. Data indicated that the district average for parent conferences was 90 percent. 100 percent of 8(g) teachers and paraprofessionals attended scheduled trainings. 8(g) teachers completed online student portfolios with Teaching Strategies GOLD for three checkpoints. All classrooms met the district goal.

**Red River Parish School Board** | Evaluation score: N/A | Award amount: \$66,982

Schools: Red River Elementary School

This project allowed students to use myON, an online reading program that increased reading comprehension, fluency and informational resource skills.

*Results*

47 percent of the students in 3rd grade had an increase of at least 30 percent proficiency based on a comparison of pre to post test scores from myON Reader Program. 41 percent of the students in 4th grade had an increase of at least 30 percent proficiency based on a comparison of pre- to post-test scores from myON Reader Program. 41 percent of the students in 5th grade had an increase of at least 30 percent proficiency based on a comparison of pre to post test scores from myON Reader Program.

**ReNEW-Reinventing Education** | Evaluation score: 135 | Award amount: \$32,910

Schools: ReNEW Cultural Arts Academy

This project promoted direct reading tutoring for below level kindergarten and 1st graders.

*Results*

Results were mixed. Of the 24 students served, 11 (45.8 percent met objective 1. Growth was from 2 STEPs to 7 STEPs. Twelve students (50 percent) did not meet the objective. Of those, the majority grew 1 STEP level. One student (4.2 percent) transferred out before improving.

## 8(g) PROGRAMMATIC PROFILES BY AGENCY

### Student Enhancement Block Grant Projects

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**Richland Parish School Board** | Evaluation score: 142 | Award amount: \$80,437  
Schools: Mangham Elementary School

The project was designed to provide a high-quality learning experience for at-risk 4-year-olds so that they would be prepared to enter Kindergarten and be successful in the next year.

#### *Results*

59 percent met and 29 percent exceeded for a total of 88 percent. 59 percent met and 24 percent exceeded for a total of 83 percent. 85 percent of pre-K parents attended at least 1/2 of the program activities. The pre-K teacher was on medical leave for much of the year after October, however the pre-K substitute teacher and the teacher assistant participated in 18 hours of professional development.

**Riverside Academy** | Evaluation score: N/A | Award amount: \$5,267

This project offered students sight word technology to re-teach reading skills.

#### *Results*

The number of first graders who scored below the 50th percentile on the March 2017 Reading Subtest (SAT 10) was reduced by 11.8 percent when compared with 2016 scores. Given the Dolch Assessment, the mean score of students scoring below 50 percent on the pretest administered in August improved 15 percent percentage points when compared to the post test administered in May.

**Runnels School** | Evaluation score: N/A | Award amount: \$5,300

This project improving students' reading through the use of technology.

#### *Results*

In the 2nd grade class, 89 percent of the students met the objective. In the 3rd grade class, 77 percent of the students met the objective.

**Sabine Parish School Board** | Evaluation score: 136 | Award amount: \$91,135  
Schools: Florien School, Converse School, Negreet School, Many Elementary, Zwolle Elementary

This project provided students with a high quality, comprehensive education experience and built a strong foundation for kindergarten readiness and later school success.

#### *Results*

100 percent of the participating 4-year-old children served by 8(g) in Sabine Parish met and/or exceeded expectations on the TS GOLD spring language and literacy checkpoint. 93.8 percent of the participating 4-year-old children served by 8(g) in Sabine Parish met and/or exceeded expectations on the TS GOLD spring mathematics checkpoint. At the 5 participating schools, 85 percent of the parents attended fall/spring parent teacher conferences this school year. All staff exceeded the 18 hour minimum with at least 30+ hours of professional development this year. Teaching Strategies and CLASS were an emphasis for training this year.

**Shreveport Charter Schools, Inc.** | Evaluation score: N/A | Award amount: \$5,514  
Schools: Linwood Public Charter School

This project enabled teachers to use technology and innovative math lessons that prepared 2nd and 3rd grade students for state testing.



*Results*

47 percent of the 2nd graders improved by at least one grade level in math by May 2017. 44 percent of 3rd graders improved by at least one grade level in math by May 2017.

**Silliman Institute** | Evaluation score: N/A | Award amount: \$3,802

Through the use of technology, this project enhanced learning in English and science.

*Results*

At the end of first semester, 89 percent of participating first grade reading students were performing at 85 percent or above. At the end of second semester, 93 percent of participating students were performing at 85 percent or above. At the end of first semester, 72 percent of fifth grade English students were performing at 85 percent or above. At the end of first semester, 83 percent of fifth grade science students were performing at 85 percent or above. At the end of second semester, 83 percent of fifth grade English students were performing at 85 percent or above. At the end of second semester, 86 percent of fifth grade science students were performing at 85 percent or above.

**Sophie B. Wright Charter School** | Evaluation score: 150 | Award amount: \$3,539

This project supported the Journey to Careers, the Jump Start career readiness course, designed to equip students with the skills needed to make meaningful decisions about their career choice.

*Results*

80 percent of the participating 9th grade students scored at least 75 percent or higher on the end of year Journey to Careers post-assessment. 100 percent of participating 9th graders who completed the Journey to Careers course developed an approved Individualized Graduation Plan (IGP).

**Southwest Louisiana Charter Academy Foundation** | Evaluation score: 122 | Award amount: \$8,303  
Schools: Southwest Louisiana Charter Academy, Lake Charles College Prep

This project improved student achievement by implementing differentiated instruction in grades K-8 and increased ACT scores of high school students.

*Results*

34.4 percent of the 11th grade students scored 18 or above on the math portion of the ACT. Only 34.4 percent of the 11th grade students scored 18 or above on the reading portion of the ACT. 64 percent of students in grades 3-5 scored at average (basic) or above on ELA test.

**Special School District** | Evaluation score: 147 | Award amount: \$2,798  
Schools: Renaissance Home for Youth

This project utilized high-interest books, individualized learning goals, and progress monitoring to increase student reading levels.

*Results*

62 percent of students who took two STAR reading tests demonstrated month for month growth in Grade Equivalency. 73 out of 94 quizzes were passed, which is 78 percent.

## 8(g) PROGRAMMATIC PROFILES BY AGENCY

### Student Enhancement Block Grant Projects

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**St. Bernard Parish School Board** | Evaluation score: 150 | Award amount: \$116,884  
Schools: Joseph Davies Elementary School

This project provided high-quality early childhood education to 4-year-old children.

#### *Results*

97.87 percent of students scored in the second, third, or fourth quartile in language on the post administration of the Developing Skills Checklist. 91.5 percent of students scored in the second, third, or fourth quartile in math on the post administration of the Developing Skills Checklist. 100 percent of parents attended at least one parent involvement activity. The 8(g) teacher participated in over 42 hours of professional development over the course of the year.

**St. Charles Parish Public Schools** | Evaluation score: 150 | Award amount: \$134,857  
Schools: St. Rose Elementary School, Mimosa Park Elementary School

This project provided developmentally appropriate preschool experiences for at risk 4-year-old students while involving their parents in activities to increase their knowledge of child development designed to enhance student learning.

#### *Results*

The spring results indicated that one hundred percent (100 percent) of the students were in the meeting to exceeding ranges for language and literacy.

The spring results indicated that 100 percent of the students were in the meeting to exceeding ranges for mathematics. Ninety-seven percent (97 percent) of the parents of the students participated in at least nine parent activities associated with this project.

One hundred percent (100 percent) of the teachers and paraeducators participated in 19.5 hours professional development designed to improve student readiness skills and health and safety.

**St. George's Episcopal School** | Evaluation score: 147 | Award amount: \$2,378

This project improved the overall reading achievement of our third and fourth grade students using a guided reading approach with high-quality leveled readers for Tier I and Tier 2 instruction.

#### *Results*

84.2 percent of students in fourth grade achieved reading scores of "At or above benchmark" on the April 2017 DIBELS NEXT Assessment. 76.9 percent of students in third grade achieved reading scores of "At or above benchmark" on the April 2017 DIBELS NEXT Assessment. 62 percent of the comparison growth scores for the DIBELS Next Assessment and 62 percent of the comparison growth scores for the BAS were greater for semester two than for semester one for students in third grade. 51.3 percent of the comparison growth scores for the DIBELS Next Assessment and 29.7 percent of the comparison growth scores for the BAS were greater for semester two than for semester one for students in fourth grade.

**St. Helena Parish School District** | Evaluation score: 123 | Award amount: \$64,480  
Schools: St. Helena Early Learning Center

This project served at-risk 4-year-old students to become kindergarten ready.

#### *Results*

85 percent of parents attended at least 2 parent activities. 85 percent of students scored in their widely held expectation band for mathematics on the TS Gold Spring checkpoint. 90 percent of students scored in their widely held expectation band for language and literacy on the TSG Spring checkpoint. 100 percent of teachers exceeded 18 hours of professional development.

**St. James Parish Schools** | Evaluation score: N/A | Award amount: \$86,140  
Schools: Lutcher Elementary School

The project assisted in improving the readiness skills of 4-year-old preschool students who are at-risk.

*Results*

92 percent of the participating 4-year olds scored at the Meeting Expectations and Exceeding Expectations in language and literacy areas. 83 percent of the participating 4-year-olds scored at the Meeting Expectations in mathematics area. 92 percent of the parents of the participating 4-year-olds participated in at least two activities. The teacher participated in 35 or more hours of professional development designed to increase students' proficiency in kindergarten.

**St. John the Baptist Parish School Board** | Evaluation score: 147 | Award amount: \$104,359  
Schools: East Saint John Elementary School

This project allowed districts to operate pre-K classrooms for at-risk students in the community in order to strengthen their skills for entry into kindergarten.

*Results*

100 percent of the students were meeting or exceeding expectations according to the final TSG checkpoint for math objectives for development and learning in May. 77.8 percent meeting expectations, 22.2 percent exceeding expectations. 100 percent of the students were meeting or exceeding expectations on the TSG language and literacy May checkpoint. 61.1 percent meeting expectations, 38.9 exceeding expectations. Based on the sign in sheets, the teacher had 70 percent of parents that attended parent orientation and 80 percent of parents attended at least one activity one parental activity for the 2016 -2017 school year. The teacher met this objective by December 2016. The teacher participated in CLASS training as well as MMCI (Making the Most of CLASS Interactions) and 18 hours were documented.

**St. Landry Parish School Board** | Evaluation score: N/A | Award amount: \$172,844  
Schools: Cankton Elementary, Grand Prairie Elementary, Highland Elementary

This project was designed for at-risk 4-year-olds to gain skills to prepare for kindergarten.

*Results*

89.83 percent of preschool students in 3 elementary schools scored at least an average of a 2.5 rating on the language and literacy Development Standards that are assessed on the post-administration of the St. Landry Parish Pre-K Sweet Sixteen Checklist. 93.22 percent percent of our preschool students in three elementary schools scored at least an average rating on the Cognitive Development and the General Knowledge mathematics standards that are assessed on the post administration of the Sweet 16 checklist. 100 percent of the parents (59 out of 59) of students participating in the 8(g) Early Childhood Pre-K classes actively participated in the educational process of their children by attending at least three school related activities during the 2016-17 school year. 100 percent of the 8(g) pre-kindergarten teachers (3 out of 3) participated in at least 18 hours of professional development during the 2016-17 school year.

**St. Luke's Episcopal School** | Evaluation score: N/A | Award amount: \$2,337

This project allowed students to conduct experiments towards the study of photosynthesis studies.

*Results*

4 percent of 7th graders scored an average of 4 or above on the scoring rubric. 40 percent of all 7th graders showed 60 percent improvement based on the scoring rubric for the revised model.

## 8(g) PROGRAMMATIC PROFILES BY AGENCY

### Student Enhancement Block Grant Projects

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**St. Martin Parish School Board** | Evaluation score: N/A | Award amount: \$123,896  
Schools: Pre-K Breaux Bridge Primary, Pre-K Early Learning Center, Pre-K Cecilia Primary

This project continued to offer a developmentally appropriate pre-K program for eligible 4-year-olds.

#### *Results*

95.45 percent of participating 4-year-olds scored on or above level on the Teaching Strategies Gold Objectives for Development and Learning in the domains of math, Physical and Cognitive. 100 percent of participating 4-year-olds scored on or above level on the Teaching Strategies Gold Objectives for Development and Learning in the domains of Social-Emotional, language, and literacy. All pre-K Staff completed at least 18 hours of Professional Development for the 2016-2017 school year. 75 percent of parents participated in the Fall Parent/Teacher conference. 80 percent of parents participated in the Spring Parent/Teacher conference. Overall 77.5 percent of parents participated in Parent/Teacher conferences.

**St. Mary Parish School Board** | Evaluation score: N/A | Award amount: \$130,068  
Schools: Wyandotte Elementary, Centerville High School

This project was designed to assist pre-K students to exhibit kindergarten readiness at the end of the school year.

#### *Results*

92 percent (23/25) of pre-K students scored within the blue or purple level of widely held expectations for all 12 of the literacy/language Objectives for Development and Learning as measured by TS Gold assessment. 88 percent (22/25) of PreK students scored with the blue or purple level of widely held expectations for all 7 of the mathematics Objectives for Development and Learning as measured by TS Gold assessment. 92 percent of the parents participated in at least two school activities by May 23, 2017. 100 percent of teachers and paraprofessionals participated in designed professional development in order to implement developmentally appropriate strategies by internalizing the TS Gold assessment and the expectations of the dimensions of the CLASS tool.

**St. Paul's Episcopal School** | Evaluation score: 129 | Award amount: \$1,843

This project provided student-learning experiences that incorporated technology in math that will improve academic achievement for 8th grade students in algebra.

#### *Results*

14 out of 18 eighth grade students scored above an average of 75 percent on an end-of-the-year algebra assessment test (77.8 percent).

**St. Tammany Parish School Board** | Evaluation score: N/A | Award amount: \$368,282  
Schools: Covington Elementary, Whispering Forest Elementary

This project provided at-risk 4-year-olds a chance to increase their educational opportunities and prepare them with skills to support kindergarten readiness and life.

#### *Results*

88.7 percent of students scored at the Meeting Widely Held Expectations level of performance on math objectives in TS Gold. 96.2 percent of students scored at the Meeting or Exceeding Widely Held Expectations levels of performance for a 4-year-old on literacy objectives in TS Gold. 90.5 percent of students scored at the Meeting or Exceeding Widely Held Expectations levels of performance for a 4-year-old on language objectives in TS Gold. 100 percent of parents participated in more than one regularly scheduled program activity such as parent-teacher conferences, parent group activities, workshops, and field trips. 90 percent of the professionals participated in 18 hours of professional development as evidenced by sign-in sheets documenting attendance.

**Success Preparatory Academy** | Evaluation score: 104 | Award amount: \$3,975

This project was designed to implement strategies in the Response to Intervention (RTI) program to get 6th graders academically caught up.

*Results*

All 6th grade students except for one met their ROI goals more than once throughout the year on the Reading Curriculum-Based Measurement, Reading Maze, and Written Expression assessments. 100 percent of 6th grade students met their ROI goals more than once throughout the year on the mathematics Computation and mathematics Concepts & Applications assessments.

**Tallulah Charter School** | Evaluation score: N/A | Award amount: \$3,390

This project improved literacy readiness of 140 at-risk, low-income, diverse students at Tallulah Charter School.

*Results*

65 percent of the third grade students scored benchmark (core/strategic) on the end of the year DIBELS. 89 percent of the target third scored Basic and above on LEAP, 86 percent of the fourth grade students scored Basic and above on LEAP, and 72 percent of fifth grade students scored at least Basic and above on LEAP. 89 percent of the target third scored Basic and above on LEAP, 86 percent of the fourth grade students scored Basic and above on LEAP, and 72 percent of fifth grade students scored at least Basic and above on LEAP.

**Tangipahoa Parish School System** | Evaluation score: N/A | Award amount: \$216,262

Schools: Chesbrough Elementary, Independence Leadership Academy, Midway Elementary, O. W. Dillon Elementary, Perrin Early Learning Center

This project was designed to prepare 4-year-olds with kindergarten readiness skills.

*Results*

95 percent of the students met or exceeded expectations in language and 100 percent of the students met or exceeded expectations in literacy. 98 percent of the students met or exceeded expectations in math. 100 percent of the parents attended at least 2 parent involvement activities during the school year. 100 percent of the 8(g) teachers attended at least 18 hours of professional development.

**Tensas Parish School Board** | Evaluation score: 119 | Award amount: \$59,971

Schools: Tensas Elementary, Newellton Elementary

This project provided additional support/remediation in reading and math for students in grades 4 and 8 to provide RTI for students who need remediation.

*Results*

66 percent of students made 80 percent or higher on the Spring 2017 ELA post test for grade 4. 74 percent of students made 80 percent or above on the Spring 2017 ELA post-test for grade 8. 45 percent of students made 80 percent or higher on the Spring 2017 math post-test for grade 4. 67 percent of students made 80 percent or above on the Spring 2017 math post-test for grade 8.

## 8(g) PROGRAMMATIC PROFILES BY AGENCY

### Student Enhancement Block Grant Projects

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**Terrebonne Parish School District** | Evaluation score: N/A | Award amount: \$204,930  
Schools: Mulberry Elementary

This project provided a developmentally appropriate program for at-risk 4-year-old students to ensure kindergarten readiness.

#### *Results*

96.7 percent and 100 percent of the participants scored in or beyond the 4-year-old color band (widely held expectations) for language and literacy objectives in TS GOLD. 100 percent of the participants scored in or beyond the 4-year-old color band (widely held expectations) for the math objectives in TS GOLD. The planned activities were completed by 85.32 percent of the parents by May 2017. 100 percent of participating teachers and paraprofessionals received at least 6 hours of EC specific Staff Development by May 2017.

**Trafton Academy** | Evaluation score: N/A | Award amount: \$1,852

This project increased student access to technology in the classroom and enhanced student academic learning and growth in the area of reference skills and map and diagram interpretation.

#### *Results*

82 percent of students scored at or above the national percentile rank on the IOWA Test of Basic Skills, Sources of Information.

**Trinity Episcopal School** | Evaluation score: 149 | Award amount: \$3,152

This project provided differentiated instruction by delivering information at each student's individual reading lexile level.

#### *Results*

84 percent of middle school students reached grade level or above in non-fiction reading lexile this year.

**Union Parish School Board** | Evaluation score: N/A | Award amount: \$72,808  
Schools: Union Parish Elementary School

This project was a developmentally appropriate program that provided opportunities and experiences for at risk 4-year-olds to be kindergarten ready.

#### *Results*

100 percent of students meet or exceeded the language and literacy expectations from the Teaching Strategies Gold Objectives. (Objectives 8, 9, 10, 15, 16, 17, 18, & 19). 90 percent of students meet or exceeded the math expectations from the Teaching Strategies Gold Objectives. (Objectives 20, 21, & 22). 100 percent of parents were involved in at least one activity by participation or attendance at open house, students' programs, field trips, volunteer parent services, parent conferences and/or graduation. 8(g) teacher attended a total of 42 hours of professional development.

**Vermilion Parish School Board** | Evaluation score: N/A | Award amount: \$134,446  
Schools: Dozier Elementary, Jesse Owens Elementary

This project helped provide a developmentally appropriate program designed to improve the kindergarten readiness skills for at-risk 4-year-old children.



*Results*

96 percent of participating children were in the blue band (meeting and exceeding categories combined) In math according to TS Gold by May 2017. 93 percent of participating children were in the blue band (meeting and exceeding categories combined) in ELA-language according to TS Gold by May 2017 and 100 percent of the children scored in the blue band in ELA-literacy according to TS Gold by May 2017. 100 percent of teachers attended professional development on August 9 - 10, 2016, November 7, 2016 and May 25, 2017. 90 percent of parents attended three conference meetings in August 2016, March 2017, and May 2017 as identified on the teacher-maintained parental involvement log.

**Vernon Parish School Board** | Evaluation score: N/A | Award amount: \$130,767  
Schools: North Polk Elementary

This project developed essential kindergarten readiness skills.

*Results*

By the end of the school year, 100 percent of the enrolled children scored in the second, third, or fourth quartiles in math on the post test of the Developing Skills Checklist. By the end of the school year, 100 percent of the enrolled children scored in the second, third, or fourth quartiles in language on the post test of the Developing Skills Checklist. 90 percent of parents attended three conference meetings in August 2016, March 2017, and May 2017 as identified on the teacher-maintained parental involvement log. By the end of the school year, 100 percent of the enrolled children had support in at least one parent activity as evidenced by parent attendance rosters. By the end of the school year, 100 percent of the teachers/paraprofessionals had at least 18 hours of professional development to improve pre-K instruction as evidenced by certificates and/or sign-in sheets.

**Washington Parish School System** | Evaluation score: N/A | Award amount: \$98,706  
Schools: Franklinton Primary School, Enon Elementary School

This project was designed to offer universal developmentally appropriate public pre-school for at-risk 4-year-old children.

*Results*

100 percent of students were able to meet or exceed grade level expectations in math and language as measured by the Teaching Strategies GOLD Growth and Individual Child Reports. 100 percent of the teachers and paraprofessionals attended a minimum of two professional development events and completed more than ten hours of on-line professional development. 80 percent of the parents of the participating 4-year old children did attend a minimum of two of the parental involvement activities.

**Webster Parish School Board** | Evaluation score: N/A | Award amount: \$107,256  
Schools: Central Elementary, Doyline High School

This project maintained preschool classes in two district rural area schools.

*Results*

100 percent of participating students met or exceeded expectations in language and literacy. 100 percent of participating students met or exceeded expectations in mathematics. 100 percent of parents of participants attended at least 3 parental involvement activities by May 17, 2017. 100 percent of teachers and paraprofessionals completed a minimum of 18 hours of professional development aligned to state goals.

## 8(g) PROGRAMMATIC PROFILES BY AGENCY

### Student Enhancement Block Grant Projects

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**West Baton Rouge Parish School Board** | Evaluation score: 146 | Award amount: \$86,535  
Schools: Brusly Elementary, Chamberlin Elementary

This project enhanced the developmental readiness of the 4-year-old children in the program and provided an opportunity for greater success in kindergarten.

#### *Results*

95 percent of participating 4-year-olds met or exceeded the literacy objectives of TS GOLD. 85 percent of the participating 4-year-olds met or exceeded the language objectives of TS GOLD. 90 percent of participating 4-year-olds met or exceeded the mathematics objectives of TS GOLD. 100 percent of the parents participated in seven (7) activities during 2016-2017. 100 percent of the teachers and paraprofessionals completed at least 18.5 hours of professional development during 2016-2017.

**West Carroll Parish School Board** | Evaluation score: N/A | Award amount: \$72,282  
Schools: Oak Grove Elementary School

The project was designed to provide a high-quality learning experience for at-risk 4-year-olds in order that they will be prepared to enter kindergarten and be successful in the next year.

#### *Results*

For language, 94.4 percent of all students met or exceeded the widely held expectations. For literacy, 100 percent of all students met or exceeded the expectations. 100 percent of the enrolled students met or exceeded the widely held expectations in math. 100 percent of the parents of the 19 students who were still enrolled in May attended at least two activities. Many attended all of the activities, and the average was 6.9 activities. Teacher A attended 100 percent of all sessions offered for teachers and Paraprofessional A attended 100 percent of all sessions offered for paraprofessionals after she was hired.

**West Feliciana Parish Schools** | Evaluation score: 147 | Award amount: \$72,421  
Schools: Bains Lower Elementary

This project improved the academic performance of at-risk pre-kindergarten students in the content areas of reading and mathematics.

#### *Results*

94 percent (17/18) students achieved a composite score of 23 or above on the math section of the Developing Skills Checklist. 100 percent (18/18) students achieved a composite score of 21 or above on the ELA section of the Developing Skills Checklist. 100 percent of parents were involved in at least two school-sponsored activities. All teachers and paraprofessionals attended 18 hours of professional development during the year.

**Winn Parish School Board** | Evaluation score: 147 | Award amount: \$74,841  
Schools: Winnfield Kindergarten School, Atlanta High School, Calvin High School

This project prepared at-risk 4-year-old students for kindergarten through language and math development, age appropriate activities and hands-on learning.

#### *Results*

91.8 percent of the 4-year-old students scored in the 2nd, 3rd or 4th quartile on the DSC math post-test. 94.4 percent of the 4-year-old students scored in the 2nd, 3rd or 4th quartile on the DSC language post-test. 2 of the 3 teachers meet the 70 percent attendance for 3 parent activities. All teachers meet the 18 hours of staff development.

**Zachary Community School Board** | Evaluation score: 144 | Award amount: \$99,167  
Schools: Zachary Early Learning Center

This project was designed to provide developmentally appropriate early childhood education experiences and to improve the kindergarten readiness skills of at-risk 4-year-olds.

*Results*

81.3 percent of participating 4-year-olds met or exceeded expectations in the area of math. 93.8 percent of participating 4-year-olds met or exceeded expectations in the area of language and 100 percent of participating 4-year-olds met or exceeded expectations in the area of literacy. 100 percent of participating 4-year-olds' parents/families participated in at least 3 activities associated with the project. 100 percent of teachers/paraprofessionals participated in at least 18 hours of professional development during the 2016-2017 school year.



# Statewide Grant Programs

FY 2016 – 2017

BESE Allocation: \$11,143,600

Percent of Total Allocation: 49.9%

Programs Funded: 10

## *Constitutional Category*

**To fund exemplary programs in elementary or secondary schools designed to improve elementary or secondary student academic achievement or vocational-technical skill**

- Principal Coaching and TAP Expansion
- Early Childhood Care and Education Network Implementation
- LEAP 2025

## *Constitutional Category*

**To fund carefully defined research efforts, including pilot programs, designed to improve elementary and secondary student academic achievement**

- Supplemental Course Academy

## *Constitutional Category*

**To fund an adequate supply of teachers by providing scholarships or stipends to prospective teachers in academic or vocational-technical areas where there is a critical teacher shortage**

- Educator Preparation Transition Support Program

## *Constitutional Category*

**To ensure an adequate supply of superior textbooks, library books, equipment, and other instructional materials**

- Continuous Math and Reading Improvement (LSD)
- Academic/Vocational Enhancement of BESE Special Schools (LSVI)
- Louisiana Instructional Materials Center for the Blind and Visually Impaired (LSVI)
- Louisiana Special Education Center “Building Bridges to Learning Across the Curriculum”

## *Constitutional Category*

**To fund the teaching of foreign languages in elementary and secondary schools**

- International Choices for Career and Career Education

**Principal Coaching and TAP Expansion** | Evaluation score: 140 | Award amount: \$570,339

***Constitutional category***

To fund carefully defined research efforts, including pilot programs, designed to improve elementary and secondary student academic achievement

***Results***

- 97 percent of participants completed the grant activities. Professional development session attendance was tracked via sign in sheets collected by individual districts (TAP/BPC) or the program provider (Principal Fellowship)
- All educators completed the predetermined activities.
- All of the 20 facilitator candidates have completed the requirements to earn facilitator certification. This includes attending the facilitator orientation, all fellowship sessions, and additional customized sessions.
- All participants indicated satisfaction with the program by reporting an increase in knowledge and skills (either as the participant or through observations made by the district point of contact).

***Observations***

- Participants (Principals, Assistant Principals and those seeking facilitator certification) were in keeping with the objectives of the project. The criteria for selecting participants were appropriate. Key project personnel had sufficient background to provide leadership and oversight for this project. Trainers and facilitators responsible for the monthly Fellowship workshops appeared well-prepared, informed, and capable of providing high-quality services. End-of-Year Report filed late.
- Project activities were appropriate and consistent with project objectives. Program Administrator monitored activities and attended Fellowship workshops as needed.
- The project conforms to the constitutional category under which it was funded. That is, project conformed to research/pilot program designed to improve student academic achievement. It is believed that better informed school leaders would ultimately lead to improved academic outcomes for students.
- Data must be appropriately analyzed, interpreted, and reported to ensure project compliance with program objectives.
- Key project personnel must provide in a clear manner all support documentation to substantiate whether each objective was met. Insufficient data provided in End-of-Year report and support data uploads.

***Recommendations***

- Continue to provide high-quality training and other supports for school administrators. Overall, site visit interviews with participants consistently revealed that this program was very helpful, provided networking opportunities, and increased school administrators' leadership abilities. Satisfaction survey data generated from all participants also corroborated this claim.
- Key project personnel should continue to provide leadership and oversight to locals and continue to employ highly qualified trainers/facilitators to deliver services. Key project personnel must adhere to required timelines for submitting reports and/or other project documentation.

## 8(g) PROGRAMMATIC PROFILES

### Statewide Grant Programs

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- Continue to provide activities that are appropriate and consistent with project objectives. Project Administrator should continue to monitor state and local activities and timelines.
- Continue to adhere to the constitutional category under which this project was funded.
- Data collected should be analyzed, interpreted, and reported in a clear and concise manner for each objective outlined in proposal.
- Overall, it was observed that this was a much-needed program for better ensuring that there is a cadre of well-prepared school administrators at the local level to meet current school challenges and to improve academic outcomes for students. Key project personnel must ensure that sufficient support documentation is provided.

**LSVI Academic/Vocational Enhancement of BESE Special Schools** | Evaluation score: 150 | Award amount: \$30,000

#### *Constitutional category*

To ensure an adequate supply of superior textbooks, library books, equipment, and other instructional materials

#### *Results*

- All LAA students demonstrated a increase of 5 points or more in the areas of ELA and math, on the Unique Benchmark Assessment.
- Of students in grades 1-8, 22 out of 23 demonstrated an increase of 5 percent or more on the reading benchmark assessment.
- Of students in grades 1-8, 22 out of 23 demonstrated an increase of 2 questions or more on the math benchmark assessment.
- High school students on a diploma path demonstrated an increase of 5 percent more in the areas of ELA and math.
- For ELA students increased the class average from 44 percent to 66 percent on the benchmark assessments. In math, the class average increased from 19 percent to 67 percent by the benchmark assessments.
- Of the participating students in grade 1-12, 38 out of 40 improved their score by 4 or more skills on the Independent Living Skills Checklist.
- All participating students in grades 1-12 improved their overall score by 1 point of more on the Adapted Standards Music Checklist.

#### *Observations*

- Participants were those students who are blind or visually impaired at LSVI. These students need braille, large print textbooks and other technological supports to achieve success in the classroom. Funds from 8(g) were utilized to provide such resources. The number of participants served was appropriate given the objectives.
- The Project Administrator had sufficient training to provide leadership and oversight for the program. The teachers interviewed were properly credentialed and qualified to provide services to targeted population.
- Activities of the program were consistent with program objectives. That is, professional development activities were provided; purchases made and pre- and post-testing completed.



- The project conformed to the constitutional category as stated in the proposal. That is, superior textbooks/resource materials in braille and large print were purchased. Other technological supports for targeted population were also purchased.
- The project's 6 academic achievement objectives were measured using pre- and post-test assessments with data generated from a variety of assessment instruments. Data were collected and analyzed and all objectives were met. There was sufficient documentation provided to determine the extent to which each objective was met

#### ***Recommendations***

- Continue to ensure that appropriate textbooks and other materials are available to students who are blind or visually impaired at LSVI.
- Continue to provide a variety of professional development opportunities for teachers and continue to maintain certification standards for personnel.
- Continue to engage teachers and staff in activities that are germane to accomplishing project objectives. PA should continue to monitor project activities to ensure compliance.
- Continue to conform to the Constitutional Category under which this project was funded.
- Consider increasing the threshold for meeting objectives. This year's data revealed that students exceeded performance expectations for all objectives.
- Project is well-received at LSVI. Because of the expense associated with purchasing textbooks and other resource materials in large print or braille, it was noted that several teachers utilized their own teacher-made materials in the classroom. Teachers expressed the need for more consumables (materials that students can write in and take with them) for use with this population. It is suggested that PA explore other funding sources to possibly address this need.

**Continuous Math and Reading Improvement (LSD)** | Evaluation score: 140 | Award amount: \$30,000

#### ***Constitutional category***

To ensure an adequate supply of superior textbooks, library books, equipment, and other instructional materials

#### ***Results***

- 70 percent of the students in grades K-10 met or exceeded their projected growth target in math.
- 54 percent of the students performed at a level representing growth at or above the 25th percentile of the National norms for MAP in the area of reading.
- 71 percent of the students showed at least one point of growth in reading.
- 61 percent of the students in grades 11 and 12 showed at least 1 point of growth from fall to spring on the RIT scale.
- 56 percent showed at least one point of growth on the RIT scale in reading from the fall to spring assessment.

***Observations***

- Participants were those students who are deaf or hearing impaired at LSD. These students needed additional supports in reading and math and 8(g) funds were utilized to provide such resources. The number of participants who are deaf or hearing impaired was appropriate given the resources.
- Program personnel had sufficient training to provide leadership and oversight for the program. Some teachers interviewed believed they needed additional training in the use of Eureka Math.
- Activities were consistent with program objectives. That is, baseline and other assessments were provided. It appeared, in some instances, that student-focused activities were too difficult for level of students served (teacher reports).
- The program conformed to the constitutional category as stated in the proposal. That is, funds were used to purchase superior supplemental and/or resource materials.
- Data for program objectives were generated from a variety of assessment instruments/tools. Support documentation was limited and difficult to follow.
- Program had 4 objectives; two that measured achievement in math and two that addressed academic improvement in reading. The math objectives were achieved at pre-established thresholds, however the reading objectives were not achieved.

***Recommendations***

- Continue to ensure that appropriate support materials and resources are available to students who are deaf or hearing impaired at LSD.
- It is recommended that additional training is made available to teachers prior to implementing Eureka Math. Continue to maintain certification standards for personnel.
- Ensure that teachers have adequate grade-level materials that reflect students' needs and performance levels. It was reported that there are instances when available materials do not match the skill level of students; attempt to address this concern. To the extent possible, seek to begin and maintain program activities in accordance with the schedule outlined in the proposal.
- Continue to conform to the constitutional category under which this project was funded.
- It is recommended that support data be provided by objective. Data presented in the End-of-Year report was limited, not always clear and was difficult to follow.
- Continue to focus on improving the academic achievement of targeted students in the areas of reading and math.

**Louisiana Instructional Materials Center (LIMC)** | Evaluation score: 148 | Award amount: \$75,000

***Constitutional category***

To ensure an adequate supply of superior textbooks, library books, equipment, and other instructional materials

### ***Results***

- After analyzing survey results for the 2016-2017 school year, responses were received from professionals representing 8 out of the 8 BESE Districts.
- There was a 99 percent satisfaction rate across all questions. This rate was determined by the number of participants who responded to each question with a score of four or higher.

### ***Observations***

- Participants are those students who are blind or visually impaired in Louisiana schools. These students needed braille, large print textbooks and other instructional materials to achieve success in the classroom. The LIMC provided such resources and the center was highly regarded among teachers, other school personnel as well as among central office staff. The number of participants served was appropriate given the objectives.
- Key administrative personnel had sufficient training to provide leadership and oversight for the program. Ms. Robin King, LIMC Director, received praise for her quick response and action when contacted. For the most part, teachers interviewed were certified to serve target population. One district did, however, have a teacher who was not certified. This teacher stated that she had only been serving as a teacher of VI for one year.
- Activities of the program were consistent with program objectives. One teacher stated that PD information is not available if a workshop is missed; teacher requested online access.
- It was clear that the program conformed to the stated constitutional category. That is, superior textbooks and other resource materials from the LIMC reached local school districts and there was sufficient documentation for its use.
- The project's two objectives were measured by using data generated from a Satisfaction Survey. Data were collected, analyzed, and interpreted for each objective.
- There was sufficient documentation available to determine the extent to which each objective was met. Good response rate to Satisfaction Survey this year.

### ***Recommendations***

- Continue to take the lead at the state level to ensure that appropriate resources are available to students across the state.
- Continue to encourage local school districts to seek and employ certified teachers. Explore ways to get PD information to teachers who are not able to attend a scheduled PD in-service.
- To the extent possible, ensure that resources and supports are functioning properly. One teacher stated that she needed a properly functioning Perkins Braille, but it was not available.
- Continue to conform to the Constitutional Category under which project was funded.
- Consider increasing the threshold for meeting objectives when using data generated from the Satisfaction Survey. Responses this year support Evaluator's suggestion.

**Early Childhood Care and Education Network Implementation** | Evaluation score: 150 | Award amount: \$275,000

***Constitutional category***

To fund school remediation programs and preschool programs

***Results***

- By June 2017, 99.6 percent of publicly-funded classrooms have received two CLASS observations.
- 99 percent of publicly-funded children completed the last assessment checkpoint. Note: this is preliminary data because the data certification process is being worked on with our accountability system.
- All network communities at least partially coordinated their information campaigns and eligibility determinations. 83 percent improved in at least one area of coordinated enrollment.

***Observations***

- Student participants seen during site visits were engaged and enthusiastic learners. Students were enrolled in public school EC classrooms, Head Start programs and private child care settings.
- Personnel seen ranged from highly educated, experienced certified public teachers to high school diploma teachers working toward a credential. There seemed to be a very high turnover of teachers/staff in Head Start and child care centers. All personnel seen in classrooms were totally engaged in preparing the pre-school students for kindergarten and in meeting the requirements of the state standards.
- Classrooms visited had sufficient materials and resources available. Teachers were following the appropriate curriculum and procedures of Early Childhood Standards.
- Evidence of CLASS observations, student enrollment procedures, student assessments and parent engagement were seen. Community Network meetings and Supervisor/Lead Agency contact meetings were attended. Many suggestions and recommendations for the overall program were heard at these meetings.
- Evidence of meeting the requirements of the constitutional category was seen.
- There was evidence that the objectives and the procedures for Network Communities were understood.
- There were many variables among the many participating Early Childhood programs under this grant. Overall, the program was being implemented as designed. Students were in well-organized classrooms, were participating in approved curriculum activities based on the state standards, and were getting the necessary academic support to make them kindergarten ready.

***Recommendations***

Areas that need to be addressed regarding the overall program: Teacher/staff turnover, teachers of special needs and ELL students, qualified personnel in day care centers and Head Start, issues with transportation, rural schools, enrollment wait lists, personnel pay and work-hour equity, student enrollment issues such as immunization and birth certificates, coordination of authority between the state, federal and local governing bodies, team-building for the Network Communities, parental involvement and more in-depth training on early childhood best practices. Summarizations of data for all objectives in the final evaluation would give more clarity to the reported results.

LEAP 2025 | Evaluation score: 150 | Award amount: \$8,200,000

***Constitutional category***

To fund exemplary programs in elementary or secondary schools designed to improve elementary or secondary student academic achievement or vocational-technical skill

***Results***

- Successful administration of statewide assessments in paper and online formats.
- All manuals were released to district and school users via the administration portal.
- Successful delivery of multiple training sessions and positive ratings and feedback from users and participants.

***Observations***

- Students met were well aware of the required testing program. Many felt that they had not had enough practice with online testing before “it counted.”
- Personnel were well aware of the testing program and their responsibilities toward its successful administration. All personnel seen had had extensive testing program training.
- Activities were appropriate. Teachers and district leaders expressed a desire for more face-to-face training over webinars. Both groups continue to lament the number of tests given and the amount of instructional time taken for test preparation.
- The constitutional category requirements were met.
- Objectives of the program were clear. Use of the evaluation data is a concerning issue to many. Most expressed the opinion that test results should be used primarily as an information tool for planning student instruction.
- Test results should be available in a timely manner for use in instructional planning.
- The implementation and delivery of the program were successful.

***Recommendations***

- Testing platforms for special needs students continues to need attention. Many felt the testing of the special needs students was inflexible and too often tried to make “one test fit all”.
- During site visits, there was some discussion of teacher and staff turnover in some schools. Close monitoring of all teachers and staff members needs to be done so that all are adequately prepared to administer assessments.
- Testing of Online School participants needs to be considered and to be consistent.
- Some schools/districts continue to have issues with an inadequate number of computers in the classrooms for testing use, with broadband access and with district/school technical support. Many teachers expressed a concern about the lack of keyboarding skills of students, especially in the lower grades.
- Consistency and strength of leadership for the program should be a priority.

**Supplemental Course Academy** | Evaluation score: 149 | Award amount: \$502,561

***Constitutional category***

To fund carefully defined research efforts, including pilot programs, designed to improve elementary and secondary student academic achievement

***Results***

- 47,056 course enrollments occurred during the 2016-17 academic year increasing enrollment from the previous year by 45 percent.
- 16 Course Providers were approved by BESE during 2016-17.
- 157 LEAs are awarded an allocation, of those LEAs, 43 percent (68/157) expended 100 percent of their SCA allocation.

***Observations***

- Participants were those who took advantage of supplemental coursework to increase knowledge in courses not typically offered in the regular school curriculum. Student participants interviewed expressed gratitude for the program (especially welding classes) as they can become work-ready upon graduating from high school and passing designated assessments.
- Key project personnel had sufficient background to provide leadership and oversight for the program. Local level personnel expressed the need for an orientation via a Webinar or other format at the beginning of the school year to provide information about the process, expected due dates for required information, discuss tracking and address concerns with Providers, as needed.
- It was observed that activities were consistent with program objectives and appropriate for the needs of the participants. It was also observed that courses, for the most part, began in close time proximity to those offered on the local school campuses.
- Program Administrator had a clear understanding of the intent of the constitutional category and program conformed to stated constitutional category under which it was funded.
- Data were collected, analyzed, interpreted, and reported for each objective. Thresholds of achievement exceeded anticipated levels.
- All objectives were met and sufficient support documentation was provided to determine the extent to which each objective was met.

***Recommendations***

- Continue to provide courses to participants that supplement offerings at the local level. Continue to explore new course offerings and increase participation at local level.
- It is recommended that Project Administrator seek ways to provide school level personnel with an Orientation to Supplemental Course Academy at the beginning of the school year and seek feedback directly from them regarding problems, concerns, lack of response from certain providers, difficulty experienced when needing to withdraw students from courses, tracking, paper work and other issues. The aforementioned were expressed during site interviews and can ultimately lead to negative outcomes for students.

- Continue to provide appropriate activities that are consistent with project objectives. Continue to maintain project timelines as outlined in project proposal.
- Continue to adhere to the constitutional category under which this project was funded.
- Continue to collect, analyze, and report data for each objective. Re-assess thresholds for achievement of objectives to determine if there is a need to increase them.
- Continue to provide sufficient support documentation to determine the extent to which each objective is met.
- Overall, this project is positively received at the local level as it strengthens the curriculum offerings and expands the knowledge base of students.

**Louisiana Special Education Center “Building Bridges to Learning Across the Curriculum”**

Evaluation score: 131 | Award amount: \$30,000

***Constitutional category***

To ensure an adequate supply of superior textbooks, library books, equipment, and other instructional materials

***Results***

- All of the Level 1 students achieved progress on at least one test throughout this school year.
- All Level 2 students showed improvement on at least one of the scores given on tests throughout the year.

***Observations***

- Students were actively engaged in academic work related to required standards.
- Personnel were experienced teachers of these special needs students and very creative in their teaching strategies.
- Activities were appropriate and creative as the teachers tried to enhance students’ learning.
- The constitutional category requirements were met.
- Personnel seemed aware of the objectives of the program. There was on-going evaluation of the project through the use of the Unique Learning System.
- The academic program was enhanced as a result of this grant. Student learning was evident.

***Recommendations***

- All materials should be ordered and placed in classrooms in a timely manner.
- Care should be given to the accuracy of the data submitted with the End-of-Year report. Wording should not be changed. Data should be submitted for all objectives.
- This grant built up resources for learning in all content areas. The school will transition to addressing the Pathway Diploma or the Certificate of Achievement for all students in the school.



**Educator Preparation Transition Support Program** | Evaluation score: 101 | Award amount: \$1,000,000

***Constitutional category***

To fund an adequate supply of teachers by providing scholarships or stipends to perspective teachers in academic or vocational-technical areas where there is a critical teacher shortage

***Results***

- 188 teacher candidates completed their residency by June 2017. The others will complete by December 2017.
- Due to the timing of the RFP release for mentor training, the results were delayed to determine if 500 mentors had been selected by school districts to participate in mentor teacher training.
- Due to several staff transitions during the FY 2016-2017, the results were delayed to determine if 100 percent of participants received continuation of transitional funds as approved by BESE.
- By October 30, 2017, 100 percent of participants will have a formal partnership with a district, have identified short and long term work force instructional needs, and established a transition plan that includes measurable outcomes.
- In December 2016, the Department administered a survey to program providers to determine implementation support needs. The department hosted three community of practice convenings in October, February, and June that provided support to preparation providers.

***Observations***

- Participants met – residents, program providers and mentors – were supportive of the year-long residency program. There were some concerns expressed by some residents over the additional expense of an extra semester of school. Mentor teachers were supportive of the residents receiving a full-year, beginning to end, of teaching experience. University participants met were very knowledgeable about teacher preparation programs and most had years of experience with their programs.
- University personnel were extremely qualified to lead teacher preparation programs.
- The program suffered from changes in leadership at the state level.
- Activities were varied and were geared to support teachers preparing to become certified educators. Mentor teachers were recruited and trained. National experts did provide expertise to the overall program during training. Evidence was seen of providers and LEAs working together to place residents and to give them support during the residency year.
- Constitutional category requirements were met.
- The overall objectives of the teacher-preparation program were understood.
- University providers and mentors met had a clear understanding of the program objectives and were very supportive of the residents. Collaboration of university and district and school level personnel was seen. Information about non-university providers and programs was difficult to obtain.

### ***Recommendations***

- Clarity is needed in defining the activities, guidelines and requirements of both the university and non-university providers.
- Mentor teachers should receive on-going training in association with their provider partners. Non-university mentors should meet the highest professional standards and should be experienced classroom teachers. Objectives and evaluations should follow guidelines of the grant. Data, analyzed and verifiable, should be presented for all objectives.
- This program has a very laudable goal and affects the preparation of future teachers. This program needs to be organized and monitored throughout the grant year. Collaboration among all participants is essential. Guidelines should be clear and presented in a timely manner to all participants. Leadership at all levels should be knowledgeable and experienced role models for future teachers.
- Information from the LDOE to the participants should be made in a timely manner and with a collaborative effort on the part of all. Providers' schedules and requirements should be considered. All information posted should be up-to-date and dated.

**International Choices for College and Career Education** | Evaluation score: 150 | Award amount: \$165,000

### ***Constitutional category***

To fund the teaching of foreign languages in elementary and secondary schools

### ***Results***

The average SLT rating among all foreign associate teachers working in immersion programs was 3.5. The average SLT rating among all foreign associate teachers working in second language programs was 3.6

### ***Observations***

- Participants were enthusiastic learners and seemed to enjoy the opportunity to learn a foreign language.
- Teaching personnel were qualified to present the foreign language programs. Foreign associates indicated satisfaction with their support in the assigned schools. School administrative personnel were pleased to have the foreign language programs.
- The constitutional category requirements were met.
- Objectives and evaluations were used in presenting the programs.
- The programs seen were experiencing success. Several schools expressed interest in expanding their foreign language programs.

### ***Recommendations***

- Some administrators indicated a need for more training in cultural differences and in classroom management for foreign associate teachers.

## 8(g) PROGRAMMATIC PROFILES

### Statewide Grant Programs

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- Some foreign language activities could use more materials coordinated to LA standards. Teachers expressed a need for a networking site to share translated materials, teaching strategies and ideas. They felt that too much time was spent translating materials for classroom use.
- This was a well-organized program. More students have taken and passed the French DELF and the Spanish DELE tests and more than 200 graduating students earned the LA Seal of Biliteracy Diploma Endorsement. 197 students earned the internationally recognized DELF diploma. Plans are to increase the number of immersion programs in the state.



# Louisiana Board of Elementary and Secondary Education

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